

California Department of Education

**End-of-Year 2012–13 Progress Report to the Legislature
Implementation and Impact of the Workforce Investment Act, Title II:
Adult Education and Family Literacy Act**



Prepared by:

**Coordinated Student Support and Adult Education Division
Student Support and Special Services Branch**

March 2014

Description: Annual Report to the Legislature

Authority: 2012 Budget Act Item 6110-156-0890, Provision 3

Recipient: California Legislature

End-of-Year 2012–13 Progress Report to the Legislature

Implementation and Impact of the Workforce Investment Act,
Title II: Adult Education and Family Literacy Act

Submitted by the
California Department of Education
Adult Education Office

March 2014

This report was prepared by the Comprehensive Adult Student Assessment Systems for the California Department of Education, Adult Education Office. The data in this report was collected during the 2012–13 program year. The Comprehensive Adult Student Assessment Systems activities are funded by a contract under Public Law 105-220 and administered by the Adult Education Office.

California Department of Education

End-of-Year 2012–13 Progress Report to the Legislature Implementation and Impact of the Workforce Investment Act, Title II: Adult Education and Family Literacy Act

Table of Contents

Executive Summary.....	i
Introduction.....	1
Addressing California Literacy Needs.....	3
California and the Nation	4
California Enrollment	6
California Performance: The extent to which participating programs were able to meet planned performance targets.....	8
California Initiatives and Priorities.....	12
Appendices.....	
Appendix A: Progress Measures	A-1
Appendix B: Text Version (accessible) of All Charts in the Above-Stated Report	A-4
Appendix C: Adult Education and Family Literacy Act Enrollment and Performance	A-10
Appendix D: Comprehensive Adult Student Assessment Systems Skill Level Descriptors for Adult Basic Education and Adult Secondary Education	A-18
Appendix E: Comprehensive Adult Student Assessment Systems Skill Level Descriptors for English as a Second Language	A-19

**California Department of Education
End-of-Year Progress Report:
Implementation and Impact of the Workforce Investment Act, Title II:
Adult Education and Family Literacy Act Program Year 2012–13**

Executive Summary

The California Budget Act requires the California Department of Education (CDE) to report on specific aspects of the implementation of the federal Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA). This report responds to these requirements. Report highlights are as follows:

The Adult Education Workforce Investment Act, Title II: Adult Education and Family Literacy Act System in California

- Served 493,208 students
 - 53.5 percent English as a Second Language learners
 - 27.2 percent Adult Secondary Education learners
 - 19.4 percent Adult Basic Education learners

- Funded 210 agencies
 - 159 Local Educational Agencies (LEAs) including local school districts, jail programs and county offices of education
 - 24 Community-Based Organizations
 - 17 Community College Districts
 - 8 Library Literacy Programs
 - 2 State Agencies

California Federal Performance

- The California AEFLA agencies met or exceeded two state performance goals for students completing the federally established Educational Functional Levels (EFL).
- Approximately 21,000 adult students obtained a high school diploma or equivalency certificate known as General Educational Development (GED[®]).
- Over 131,400 students completed one or more federal EFLs.
- The persistence rate of students in all EFLs in program year 2012–13 remained similar to the previous year, and California achieved an overall persistence rate of 72 percent.

This report is available on the CDE Adult Education Resources Web page at <http://www.cde.ca.gov/sp/ae/ir/>. If a hard copy of this report is required, please contact Myra Young, Education Programs Consultant, Coordinated Student Support and Adult Education Division, by phone at 916-323-4312 or by e-mail at MYoung@cde.ca.gov.

Introduction

The federal Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA) provides funding for states and territories to provide instruction in English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) to adults in need of these literacy services. The California State Budget Act for fiscal year 2012–13 (Item 6110-156-0890, Provision 3) requires the California Department of Education (CDE) to report on the implementation of the WIA, Title II: AEFLA Program as follows:

“The State Department of Education shall report to the appropriate subcommittees of the Assembly Committee on Budget, the Senate Committee on Budget and Fiscal Review on the following aspects of Title II of the Federal Workforce Investment Act of 1998 (P.L. 105-220):

- (a) the makeup of those adult education providers that applied for competitive grants under Title II and those that obtained grants, by size, geographic location, and type (school district, community colleges, community-based organizations, other local entities);
- (b) the extent to which participating programs were able to meet planned performance targets; and
- (c) a breakdown of the types of courses (ESL, ESL Citizenship, ABE, or ASE) included in the performance targets of participating agencies.”

Fiscal year 2012–13 represents the thirteenth year of AEFLA implementation. Two major implementation goals were to: (1) increase performance outcomes and (2) increase student success in transitions to postsecondary education and the workforce. The AEFLA multiyear grants are funded on a pay-for-performance basis. California’s federal funding allocation plan is based on documented student performance and goal attainment in educational programs. It requires all agencies to collect the following information on all students served by the federal funds:

- Demographic and educational program information;
- Individual student progress and learning gains in English literacy and numeracy skills of native English speakers and English language learners;
- Student outcomes, including the attainment of a high school diploma or high school equivalency certificate, acquisition or retention of unsubsidized employment, and entry into postsecondary education or training. (See Appendix A for further information about progress measures.)

California uses the student performance data to negotiate annual performance goals with the U.S. Department of Education (ED), Office of Career, Office of Vocational and Adult Education (OVAE). The negotiable performance goals include the 11 literacy levels within the program areas of ABE, ASE, and ESL, and four core follow-up outcome measures of:

(1) entered employment; (2) retained employment; (3) entered postsecondary education or training; and (4) attained a high school diploma or high school equivalency certificate. The literacy level performance goals are based on the percentage of all enrollees who complete an Educational Functioning Levels (EFL) within the program year. The core follow-up outcome measures are based on the adult learners' status upon entry in the program and the percentage of learners who achieved measured outcomes after exiting the program. For further discussion and specific data, refer to the California Performance section and Appendix C, which includes a summary of the California Core Performance Results from 2007–08 to 2012–13. Refer to Appendix B for the accessible text version of all charts included in this report.

The need for adult education in California has the potential to increase dramatically given the following: increasing immigration, low level of skills (a.k.a. skills gap) coupled with a high demand for middle-skill jobs, limited English proficiency of the population, lack of basic skills and workplace readiness, high rate of high school dropouts, and the limited postsecondary preparation of many high school graduates.

The use of state apportionment funds for ABE, ESL, and ASE programs enables local agencies to address diverse and emerging needs. State funding supports state-of-the-art programming, use of technology, and facilities.

The California budget crisis that resulted in a significant reduction of adult education funding and shifted control of the state apportionment funds for adult schools to local school districts created unprecedented pressures on the adult school system. Many local educational agencies were forced to make deep funding and program cuts. Delegating state funding decisions to the local districts has pressured districts to choose between serving adult learners and Kindergarten through twelfth grade pupils. At a time of increasing global competition, the implications of declining adult education funds will become more and more serious, both for the economic future of the state and its residents.

Addressing California Literacy Needs

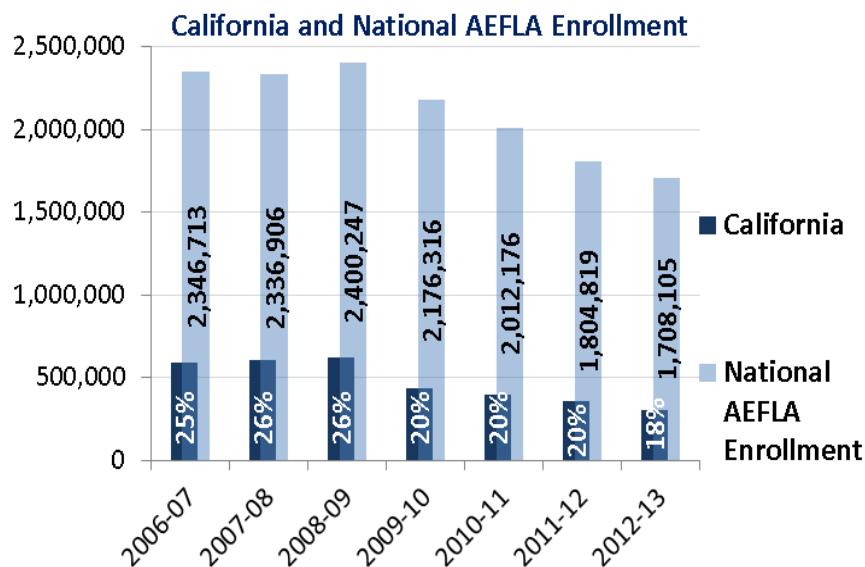
- **In California, approximately six million adults do not possess a high school diploma or its equivalent.** Many students with a high school diploma or high school equivalency certificate will require some remedial coursework prior to applying to college. The high school dropout rate for 2012 was 13.2 percent, a slight decrease over the previous year. Although the dropout rates and graduation rates are steadily improving, significant achievement gaps among student subgroups persist.
- **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. Employers report that in addition to basic reading, writing, and computation skills, many job candidates lack job-readiness skills, which include communication, critical thinking and problem-solving skills that are increasingly required in the workplace.
- **California is home to the most diverse population in the nation.** More than 3.5 million adults in California “do not speak English well or not at all.” Over one-fourth of the national non-English speaking population resides in California, and over 2.3 million of them lack high school diplomas or equivalency certificates. Many of these individuals need English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children’s education.
- **The skills gap persists.** The projection of California’s economy shows a steadily increasing trajectory in the 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> .

The California AEFLA Program provides critical adult literacy support that leads to the educational attainment of basic skills, English language proficiency, and high school diplomas or high school equivalency certificates. However, adult education has experienced deep state funding cuts in recent years, leaving a large and growing population of adults who lack the basic proficiencies for successful transitions to postsecondary education and the workforce. This will significantly affect the state’s economic growth.

California and the Nation

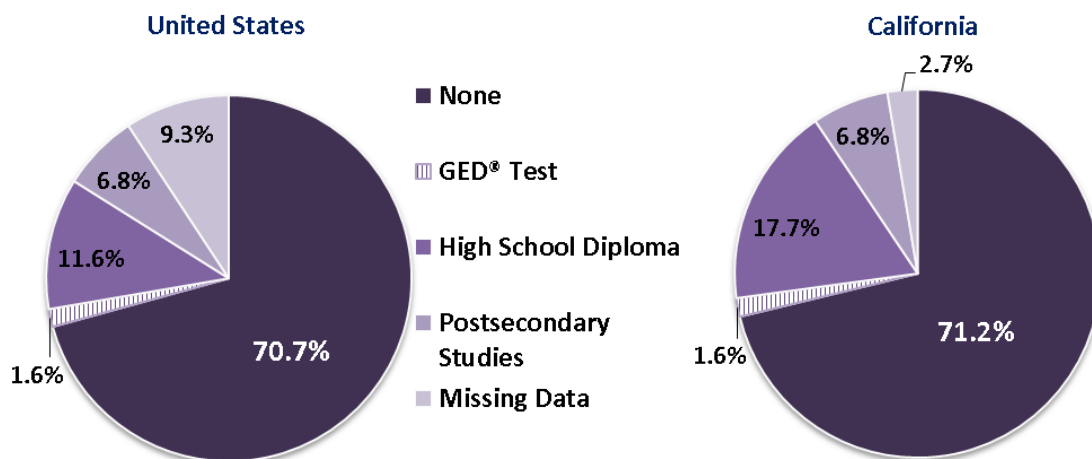
The CDE's federally funded AEFLA Program provides educational opportunities and support services to **18 percent of the nation's adults** enrolled in AEFLA during the 2012–13 program year. These programs address unique needs by providing adults with the knowledge and skills necessary to improve their economic condition and become positive contributors to the economy, their families, and communities. The AEFLA enrollment in the United States and California has been decreasing since the state's budget deficit in 2009. In 2012–13, California served 18 percent of all AEFLA learners across the nation. Earlier, from 2009–10 through 2011–12, California served one-fifth (20 percent) and from 2007 through 2009, over one-fourth (25 percent) of the total AEFLA learners nationally.



Across the United States, the profile of literacy needs varies from region to region due to substantial differences in the distribution of adults from different races and ethnicities, educational backgrounds, unemployment rates, poverty levels, and other factors.

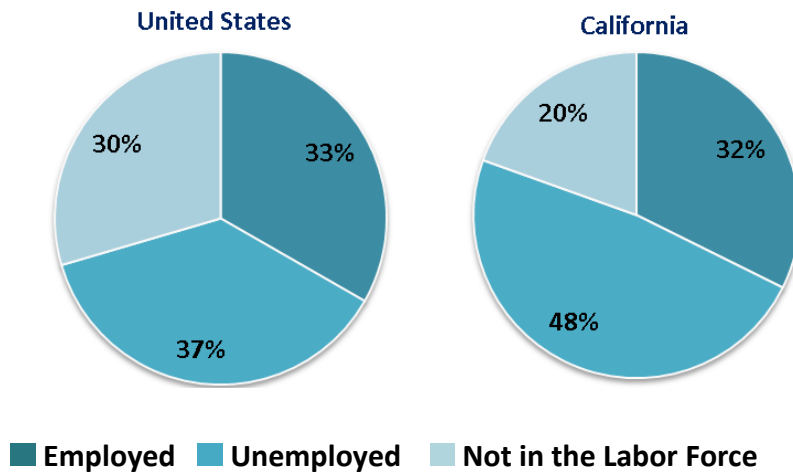
- California has a higher percentage of adults without high school diplomas (16 percent) compared to the national average (12 percent). Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population*. <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles.html>.
- More than 70 percent of learners enrolled in the California AEFLA programs who qualified for the National Reporting System (NRS) are adults without a high school diploma, similar to the national AEFLA data.

AEFLA Enrollee Educational Status



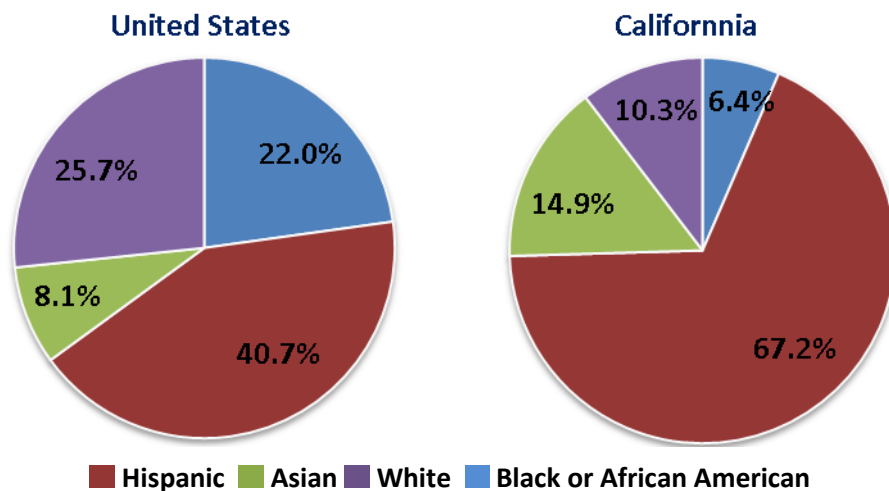
- More than 90 percent of the California learners with postsecondary education at entrance are enrolled in ESL programs.
- Forty-eight percent of California AEFLA Program enrollees in 2012–13 are unemployed, compared to 37 percent unemployed enrollees nationally.

- **AEFLA Enrollee Employment Status**



- California is home to the most diverse population in the nation. California has a larger percentage of Hispanics (37.7 percent), and Asians (14.8 percent) compared to the national average of 16.4 percent and 5.6 percent respectively, according to the U.S. Census Bureau’s American Community Survey 2009–2011. For California’s AEFLA enrollees, more than 67 percent are Hispanic while 15 percent are Asian. The race and ethnicity distribution of California AEFLA enrollees differs from the national average and other regions, as shown in the chart below. Please refer to Appendix B for more complete data on race and ethnicity.

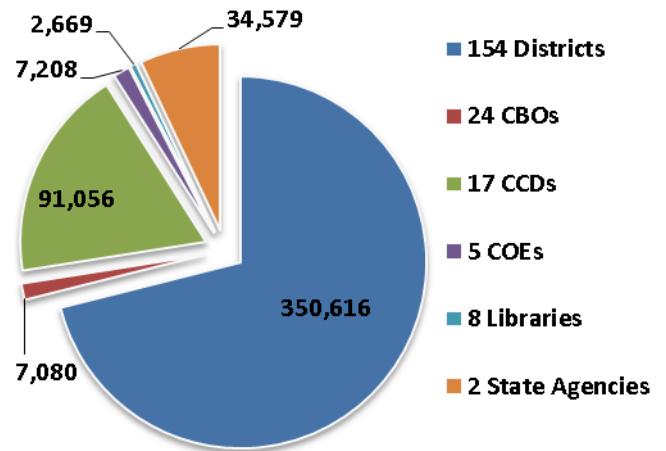
AEFLA Enrollee Race and Ethnicity



California Enrollment: Adult Education and Family Literacy Act providers by provider type, program, agency size, and geographic region.

In 2012–13, **210** local agencies served **493,208** learners in AEFLA programs under Section 225, Section 231, and English Literacy and Civics Education (EL Civics). Agencies that were funded in 2004–05 could reapply for the funding. California adult education providers included 154 local school districts with adult schools and jail programs. Districts with adult schools comprised the majority of the AEFLA agencies that applied for and received funding. They served more than 70 percent of the learners enrolled in the local AEFLA programs. Other adult education providers included 24 community-based organizations (CBOs), 17 community college districts (CCDs), eight library literacy programs, five county offices of education (COEs) and two state agencies.

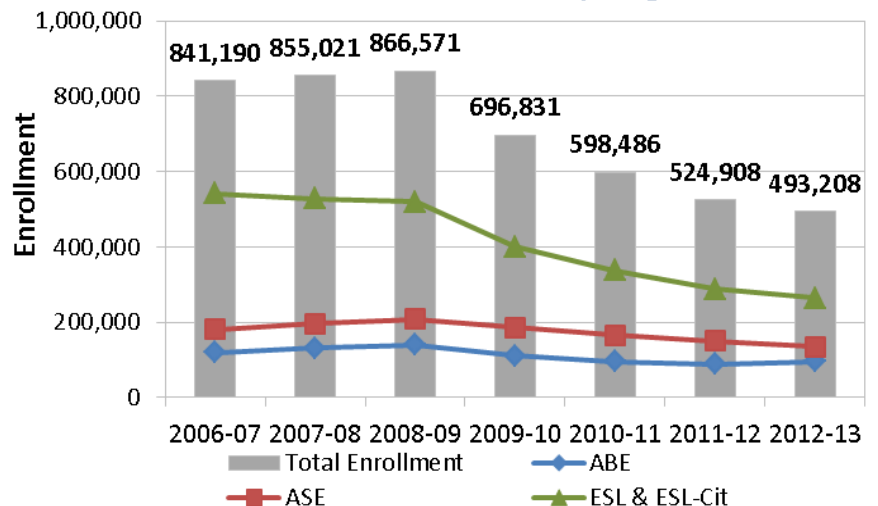
California AEFLA Enrollment by Provider Type



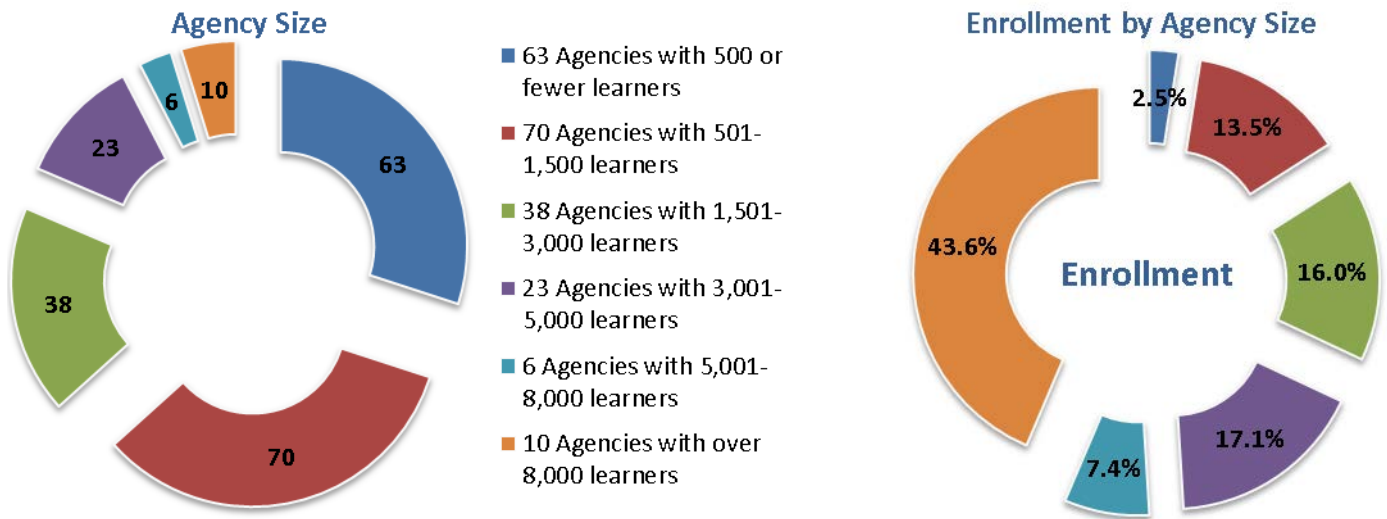
Sixteen agencies served institutionalized adults under Section 225 of AEFLA. These include two state agencies, one CBO, one CCD and 12 jail programs provided by local school districts. Institutionalized adults represented 10 percent (48,616) of the total 2012–13 AEFLA enrollment.

Enrollment in the AEFLA programs had increased steadily through 2008–09 to meet local needs for better basic skills, English proficiency, and high school diploma/equivalency and postsecondary preparation. However, over the last four years, California had seen significant enrollment declines of 19.6 percent in 2009–10, 14.1 percent in 2010–11, 12.3 percent in 2011–12, and 6 percent in 2012–13, culminating in a 43 percent decline overall. The California budget crisis that resulted in a significant reduction of adult education funding and shifted control of the state apportionment funds for adult schools to local school districts created unprecedented pressures on the adult school system. In 2012–13, the ESL programs served the majority of the adult learners at 53.5 percent, ASE served 27.2 percent, and ABE served 19.4 percent of the total learners enrolled. While ESL and ASE saw enrollment decreases of 10 percent and 8.2 percent respectively compared to the prior year, enrollment in the ABE Program increased by 7.7 percent.

California AEFLA Enrollment by Program Area

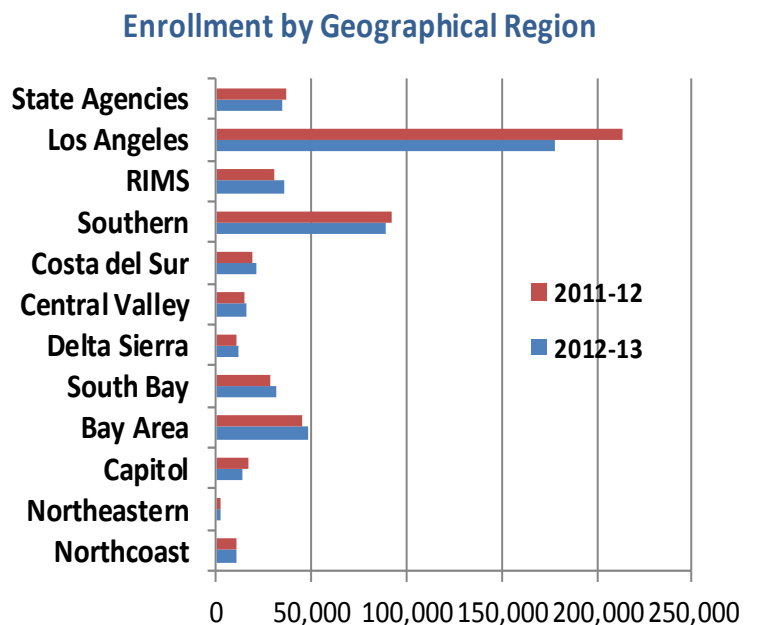


The charts below show agencies grouped by enrollment size. The 10 large agencies with annual enrollment of more than 8,000 learners served 43.6 percent of the AEFLA learners, while the 63 of the smallest agencies, with enrollment of 500 or fewer learners, served 2.5 percent of the enrollees in the 2012–13 program year.

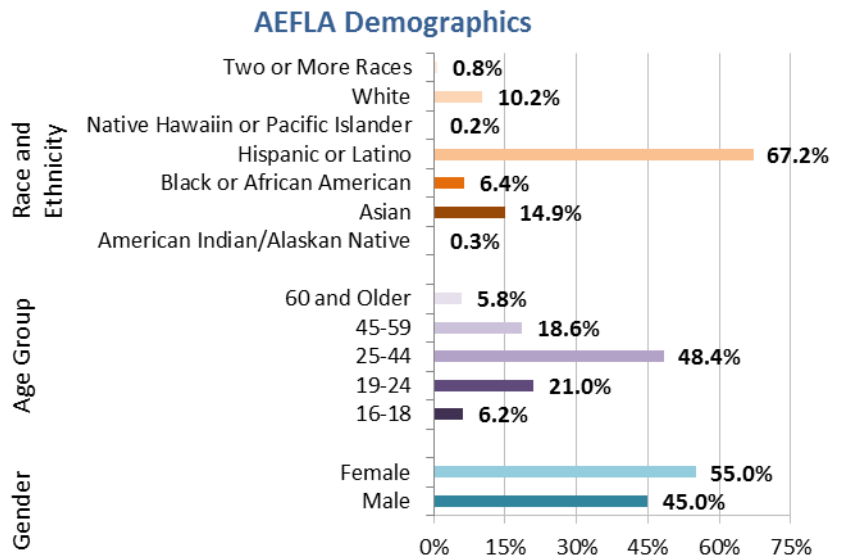


In 2012–13, California had six large educational agencies with over 5,000 learners each, and 10 large agencies with over 8,000 learners each. This marks a decrease from 2009–10, when a total of 25 agencies qualified for these categories.

The CDE classifies California into 11 geographical regions and state agencies (see Enrollment by Geographical Region chart). The Los Angeles area has the largest number of agencies (43) and enrollment (36 percent). Please refer to the tables in Appendix C for counties in each region. In 2012–13, enrollment in seven geographical regions increased from the prior program year. The Riverside and San Bernardino (RIMS) and Costa del Sur experienced larger increases of 15 and 10 percent respectively. However, enrollment in the remaining four geographical regions and state agencies counterbalanced it with a decrease three and a half times greater than the aforementioned increase. The Los Angeles area saw the steepest enrollment decline (16.8 percent) of approximately 36,000 learners.

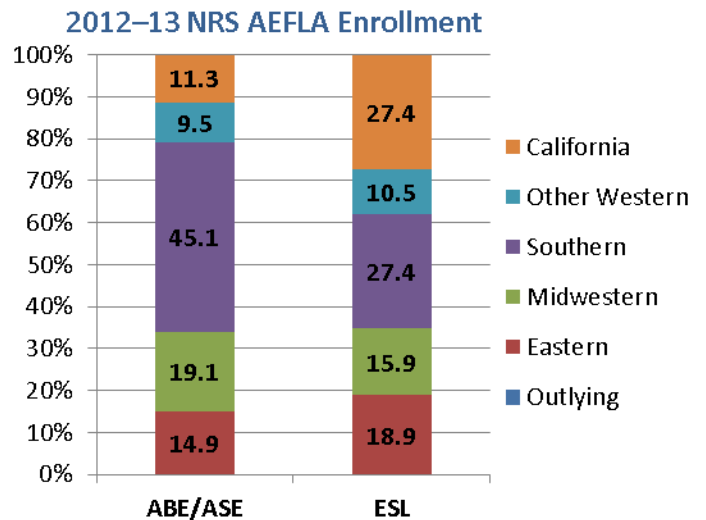


Adult learners in California reflect the diversity of the state. The largest ethnic groups of AEFLA Program enrollees are Hispanic (67.2 percent) and Asian (14.9 percent). Less than 1 percent of adult learners selected their ethnicity as two or more races. Adult learners are more likely to be female (55 percent) than male (45 percent). The largest groups of adult learners are those between the ages of nineteen to twenty-four (21 percent) and twenty-five to forty-four (48.4 percent). These adults are the “replacement generation” that will replace the large and highly educated Baby Boomer generation in the workforce.



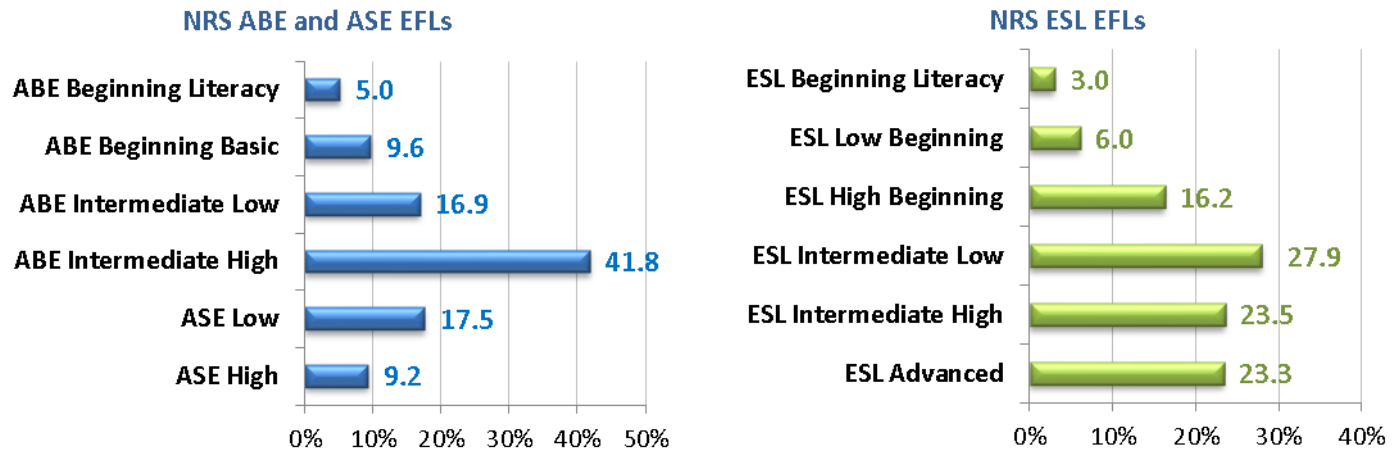
California Performance: The extent to which participating programs were able to meet planned performance targets

In the 2012–13 program year, 302,169 learners (61.3 percent) qualified for federal reporting under the NRS. The NRS requires that states restrict the reported data to learners who (a) persisted for more than 12 hours, (b) had attained sixteen years of age, and (c) were not enrolled or required to be enrolled in secondary school under state law. According to the NRS federal data, California served 18 percent of the nation’s adults enrolled in the AEFLA Program, as well as 11.3 percent of the ABE/ASE enrollees and 27.4 percent of the ESL enrollees nationally.

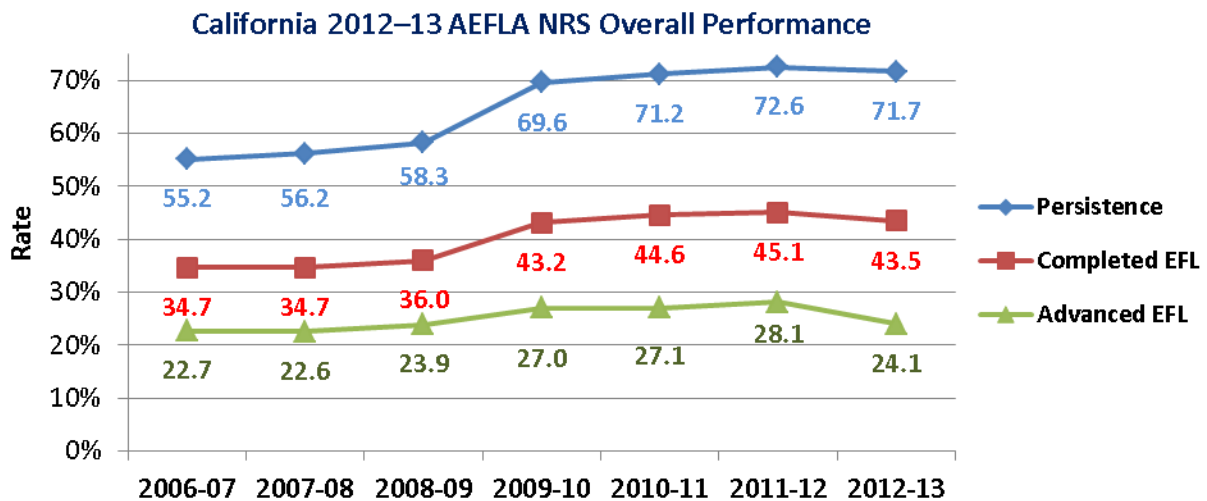


The NRS measures learner educational performance by federally defined EFL, see the chart below. The majority of California ABE and ASE learners entered at the ABE intermediate high (41.8 percent) and ASE low (17.5 percent) instructional levels. The highest percentage of ESL learners (27.9 percent) entered at the ESL intermediate low level. See Appendix A for detailed information, including the Comprehensive Adult Student Assessment Systems (CASAS) scores and its relationship to the NRS EFLs.

Educational Functioning Levels at Program Entry

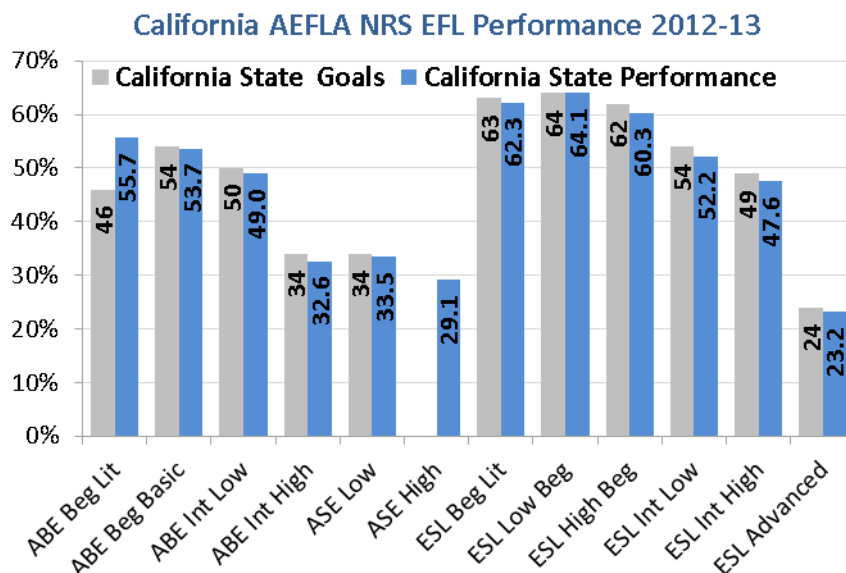


The 2012–13 program year had **302,169** AEFLA learners who qualified for the NRS federal reporting. On average, these learners received 153.5 hours of instruction. Learners who persisted in the program (216,625), completed pre- and post-tests, received more than 187.5 hours of instruction. The persistence rates in 2012–13 remained similar to the prior program year across all EFLs. California achieved a total persistence rate of 71.7 percent, compared to 72.6 percent in the prior year.



Of the 302,169 learners who qualified for NRS federal reporting, 43.5 percent or 131,426 learners completed an EFL, and 24.1 percent advanced one or more levels. For the learners who persisted (71.7 percent of the 302,169 learners), more than 60 percent of them completed an EFL, and 33.6 percent advanced one or more levels. California has steadily improved performance on persistence, EFL completion, and advancement of one or more levels from 2006 to 2012. However, in the 2012–13 program year, both overall persistence and performance decreased slightly.

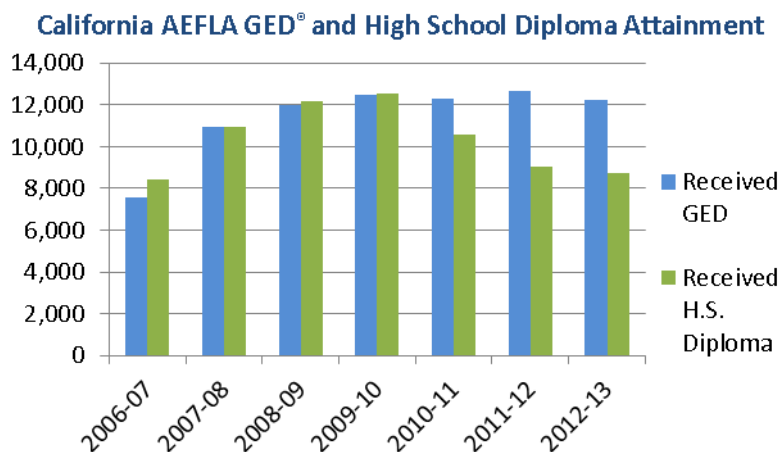
In 2012–13, the California agencies (a) met or exceeded state goals in ABE Beginning Literacy and ESL Low Beginning, and (b) exceeded the national average in eight EFL performance measures including five ESL and three ABE levels, similar to the previous two program years. The 2012–13 year is the third year in a row that California equaled or exceeded the overall national performance. The NRS federal report documented the continued success California experienced by addressing the basic skills needs of learners, and subsequently improving student persistence and learning outcomes.



The table below shows AEFLA provider types with the number of learners who qualified for the NRS, as well as the respective percentages that completed the EFLs.

Provider Type	National Reporting System Educational Functioning Levels													
	Qualified for NRS Reporting	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Low Beg.	ESL High Beg.	ESL Int. Low	ESL Int. High	ESL Adv.	
Adult Schools	195,792	52.1	47.6	47.7	33.8	35.5	31.4	61.4	65.8	61.3	53.7	48.7	24.7	
CCDs	61,181	46.2	53.4	45.0	24.0	27.3	11.1	60.7	58.3	55.1	47.9	44.2	19.8	
Institutions (Section 225)	34,397	59.2	59.1	52.8	32.5	28.4	30.0	53.3	63.8	46.0	41.1	47.4	38.3	
CBOs	6,076	61.7	60.1	55.0	50.9	19.2	48.6	82.5	67.4	72.2	57.2	49.5	20.4	
COEs	2,852	38.7	34.1	37.7	27.7	22.6	17.1	50.0	79.2	56.5	41.8	46.7	28.6	
Library Literacy	1,871	41.3	75.5	51.7	12.7	0.0	0.0	78.9	72.8	81.3	66.8	64.1	10.4	

California exceeded the state goal for the core follow-up measures of obtaining a high school diploma or equivalency. California showed a steady increase in the number of learners who obtained a high school diploma or equivalency from 2006–07 through 2009–10. However in the past three years, programs showed mixed results. The decrease may be attributed to an overall decrease in student enrollment, as the ASE enrollment dropped approximately 28 percent since 2009–10, another example of the consequences of the state and local



budget cuts that provide the base funding for these programs. The AEFLA Program is authorized as a supplemental program to state funding for adult literacy programs.

California uses a Student Follow-Up Survey to track results for learners who entered employment, retained employment, and entered postsecondary education or training. Response rates for such surveys are typically low. To address the issue, the CDE implemented new policies in the 2008–09 program year. In addition to mail, agencies could e-mail the surveys or administer them via the telephone. California improved the response rate of surveys in the last three program years. In 2012–13, California switched from utilizing a universal survey to a random sample survey. Although the response rates improved with this method, it did not reach the 70 percent response rate set by the NRS. Nevertheless, 45 percent of the learners who responded to the “Entered Employment Survey” found employment, 96.5 percent of the learners who responded to the “Retained Employment Survey” stayed employed, and 42.1 percent, who responded to the “Postsecondary Survey” entered postsecondary education or training.

California measures and pays local educational providers when learners accomplish specific learning measures and attain high school diplomas or equivalencies. California uses three core indicators for its performance-based AEFLA funding. Agencies can earn up to three payment points per learner within the program year. These three payment points occur when a learner: (1) makes a significant learning gain;¹ (2) completes two federal instructional levels; and (3) receives a high school diploma or high school equivalency certificate. Payment points reported to the CDE help determine future federal funding to local agencies. In addition to these three core indicators of performance, California assesses ESL students in EL Civics classes using performance-based additional assessments that measure student attainment of civic objectives, as well as standardized assessments for citizenship preparation. Appendix C provides detailed information on the AEFLA providers and performance outcomes.

California has made data quality a top priority. The CDE provides online and regional face-to-face training as well as individualized targeted technical assistance to increase local agencies’ understanding of accountability requirements and to improve data collection results. 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 completion goals and performance are reviewed against each agency’s performance. The year-by-year comparisons are also examined to track improvement in persistence and performance as well as to identify agencies that need targeted technical assistance.

¹ A five-point CASAS scale score gain for learners with a pretest score of 210 or below, or a three-point gain at post-test for learners with a pretest score of 211 or higher.

California Initiatives and Priorities

Since the AEFLA Program in California is large and complex, the CDE Adult Education Office (AEO) funds three contractors to facilitate the needed statewide activities. The contractors are: (1) California Adult Literacy Professional Development Project (CALPRO); (2) CASAS; and (3) Outreach and Technical Assistance Network (OTAN). They work collaboratively to address activities delineated in the California State Plan and the AEFLA legislation under Section 223 state leadership activities. Contracted project activities incorporate three high priority state plan goals: (1) establish and implement professional development courses to improve the quality of instruction provided; (2) provide technology integration, online collaboration and support for the implementation of distance learning; and (3) provide assessments and accountability tools and technical assistance. The collaborative effort serves to maximize resources and provide needed support to the AEFLA funded adult education providers in California. Below are examples of specific initiatives and projects in this program year.

Transitions to Postsecondary and Workforce: Statewide priorities include a focus on transitions to the workforce and postsecondary education. California is facing a serious shortfall in its supply of college-educated workers. The Public Policy Institute of California (PPIC) projects a significant shortage of highly educated workers for the job market by the year 2025. CALPRO offered its new Postsecondary Transitions training in which agency teams prepare to establish or expand bridging or articulation programs based on best practices and collaborative approaches. This training was provided in two formats—as a regional Communities of Practice (CoP) and as a new series of two online courses. Twenty-one educators from nine agencies completed the online CoP training. Two regional CoPs focused on integrating workforce skills into the classroom, Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom and Integrated Education and Training (IET). Both CoPs had two sessions with a total attendance of 33 participants. In addition, Integrated and Contextualized Workforce Skills in the ESL Classroom and Integrated and Contextualized Instruction in the ABE/ASE Classroom were facilitated online trainings that served 25 educators. Thirty-three new educators joined the Virtual Workroom on Workforce Readiness. A video entitled Best Practices in Action featuring interviews with 10 practitioners in leading-edge IET programs was added to the CALPRO video library.

Points of Entry: The project was a joint venture between OVAE and the Open Society Foundation. Its objective was to promote the development of career pathways and transition programs for low-skilled adults and prisoners in re-entry. Two California educational agencies participated in this project. The Contra Costa County COE Parolee Education Program, a computerized literacy center with 21 locations, introduced training for teachers to promote behavioral change interventions and soft skills development for parolees. Elk Grove Adult and Community Education (EGACE) established a referral system whereby they connected Rio Cosumnes Correctional Center parolees to educational opportunities at EGACE Adult Education programs, local community colleges, and local Sacramento Works Career Centers. From the point of enrollment in Points of Entry (POE), a transitional specialist and job developer share the development of an education and career portfolio for each POE participant. Both Contra Costa COE and EGACE have continued to sustain the POE activities, although the funding stream has ended. Areas of sustainability include

program services that support: partnerships; career pathways; re-entry; persistence and personal growth; transition from correctional institutions; data collection and review; and funding for sustainability and expansion.

Teaching Excellence in Adult Literacy: This was a two-year project sponsored by OVAE and delivered through the American Institutes for Research (AIR). Teaching Excellence in Adult Literacy (TEAL), similar to the Student Achievement in Reading (STAR) project, focused on evidence-based instructional practices but focused on writing. The state lead, an AEO Education Programs Consultant, and two teachers participated in monthly training modules beginning in the fall of 2010 as well as an intensive four-day institute in the summer of 2011. The state teams continued to hone their skills aided by the AIR TEAL team through the end of the project. In September of 2012, CDE approved Research-Based Writing Instruction as the annual module development topic. By January 2013 the facilitator's guide, PowerPoint presentations, and handouts were ready for the two pilot face-to-face training sessions that took place in February and March. Revisions to the training and accompanying materials were completed in time for the Training of Trainers in June. Trainings for the field will commence in 2013–14.

Administrators Forum: The forum provides a venue for adult education administrators to engage critically with their peers on topics that affect the development, management, and sustainability of their adult education programs. The topics discussed in this year's forum presented by CALPRO were Developing Programs to Support ASE Students' Transitions to Postsecondary Opportunities, Integrating Workforce Readiness into the Adult Basic Education Classroom Using National Career Awareness Project (NCAP) lessons, and Enhancing Adult Education Programs through Points of Entry: Two California POE Demonstrations. Seventy-eight adult education leaders attended the Webinar series.

Distance Learning: The CDE set a priority on increasing the quantity and quality of online instruction available to adult learners in both blended and purely online models. OTAN facilitated the Online Teaching Academy (OTAC, <http://www.otan.us/otac/pdf/otac-final-report-11-12.pdf>) to assist instructors in becoming competent, creative online teachers and in becoming mentors for other teachers at their agencies. In addition to learning the basics of creating and teaching a quality online course, the 10 competitively selected participants learned about Moodle (an open source course management system), and each participant implemented a project in collaboration with the respective administrator and agency. Projects were shared in a face-to-face or online setting with the participants' colleagues and members of their OTAC cohort.

Additionally, the OTAN implemented the pilot project Access to Learning through Online Education (ALOE) to (1) increase the quantity, quality, and effectiveness of online instruction for adult learners and (2) leverage online curriculum materials and professional development opportunities offered by the OTAN. Ten pilot projects operated between February 1, 2012 and May 31, 2013.

Promising Practices and Making a Difference Awards: This project, managed by the CASAS, recognizes adult education providers in California that have implemented strategies and practices to help students attain their literacy goals in ABE, ASE, ESL, and EL Civics programs. These practices must also improve program accountability, develop skills students need in the workplace, promote effective student transitions, support

collaboration and cooperation with other programs or agencies, make effective use of technology, teach skills required for citizenship, or empower students to make a difference in the community. In program year 2012–13, the CDE awarded five programs for their accomplishments, and these are showcased on the CASAS Web page at

<http://www.casas.org/docs/CAAcct/2012-13-promising-practices.pdf?sfvrsn=4?Status=Master>

English Literacy and Civics Education Grants: EL Civics continues to have a positive impact on the delivery of English language instruction in California. In the 2012–13 AEFLA Survey, 86.4 percent of EL Civics agencies reported enhanced or improved instruction, and 75.5 percent reported improved teacher and staff collaboration. In 2012–13, the CDE funded 154 agencies to provide EL Civics educational services. Of the 122,626 learners eligible for federal reporting, 16,024 were enrolled in Citizenship Preparation and 112,011 were enrolled in Civic Participation. California assesses EL Civics students using performance-based additional assessments that measure student attainment of civic objectives as well as standardized assessments for citizenship preparation. Nearly 8,000 (7,924) learners passed the CASAS Government and History for Citizenship Test, and 2,585 passed the oral CASAS Citizenship Interview Test. The Civic Participation programs use performance-based additional assessments that measure student attainment of civic objectives. More than 75,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them. Design and implementation of EL Civics programs provides an opportunity for students to apply what they learn in the classroom to their lives and their communities.

Collaboration and Integration of Workforce Investment Act, Title I and Title II Activities

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

Workforce Investment Boards: When surveyed about involvement with their local Workforce Investment Board (WIB), 49.3 percent of agencies indicated some type of involvement. Agencies also reported specific ways they interacted with their local WIB. The most frequently cited responses included: (1) staff attended WIB meetings (48.6 percent); (2) the agency has a Memorandum of Understanding (MOU) with the local WIB (41.1 percent); (3) an administrator served on the local WIB board (30 percent); and (4) the agency is represented through a consortium (30 percent).

One-Stop Systems: As in previous program years, agency size (by enrollment) reflected patterns in relationships. Large agencies were most likely to interact with One-Stop systems (88.9 percent), followed by medium-sized (61 percent), and small agencies (52.2 percent). A majority (78.3 percent) of agencies reported receiving or providing student referrals, 41.9 percent stated they had assigned a staff liaison to the One-Stop Center, and 41.1 percent

indicated they provided classes or training at the One-Stop. In addition, 29.5 percent of agencies reported interaction with One-Stop systems by providing testing and assessment services.

Appendices

Appendix A: Progress Measures

What metric is used to measure success in federal adult education programs?

The Comprehensive Adult Student Assessment Systems (CASAS) tests, used nationally, are the standard measures for determining student success in California's federal Workforce Investment Act, Title II: Adult Education and Family Literacy Act (AEFLA) Program. The CASAS measures also align with the National Reporting System (NRS) that the U.S. Department of Education (ED) uses to report performance of adult education programs to the Congress of the United States.

In the CASAS system, raw scores (the number of items correctly answered on a test) convert to scale scores using the CASAS scale score conversion chart provided for each test. The use of scale scores enables comparison of scores on different tests and provides a common metric to relate the CASAS test scores to basic skill level descriptions.

The CASAS has developed multiple assessment instruments that measure and document improvement in English literacy, reading, writing, listening, and numeracy on a common national reporting scale. These instruments correlate to learner skill levels, measure learner improvement within each level, and document level completion.

CASAS Competencies and Content Standard

The CASAS Competencies include more than 360 competency statements that help instructors and learners apply teaching and learning in real-world contexts. In addition, the CASAS Content Standards help instructors identify the underlying basic skills embedded in the CASAS Competencies to strengthen teaching and learning. A third party analysis indicates both broad and specific alignment between the Common Core State Standards and CASAS Content Standards for Reading and Mathematics. The CASAS Content Standards cover the important knowledge, skills and abilities of literacy and numeracy as designated in the Common Core State Standards. The competencies and content standards are updated and revalidated periodically by the CASAS National Consortium.

CASAS National Skills Level Descriptors

The CASAS National Skill Level Descriptors (See Appendices D and E) identify skills for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) learners from beginning literacy to advanced adult secondary levels. The levels show a continuum of employability and life skills from A (beginning literacy) to E (advanced adult secondary). Student Performance Level (SPL) designations correlate to ESL levels. The CASAS levels correspond to all NRS Educational Functioning Levels (EFLs).

Relationship of CASAS levels to NRS for ESL

NRS EFLs		CASAS Level	CASAS Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181–190
3	High Beginning ESL	A	191–200
4	Low Intermediate ESL	B	201–210
5	High Intermediate ESL	B	211–220
6	Low Advanced ESL	C	221–235

Relationship of CASAS levels to NRS for ABE and ASE

NRS EFLs		CASAS Level	CASAS Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201–210
3	Low Intermediate Basic Education	B	211–220
4	High Intermediate Basic Education	C	221–235
5	Low Adult Secondary Education	D	236–245
6	High Adult Secondary Education	E	246 and above

Workforce Investment Act, Title II: Adult Education and Family Literacy Act Success Measures

The AEFLA requires all eligible agencies to establish and meet performance measures that include core indicators of performance and additional optional performance measures (Section 212). The core indicators must include:

- Demonstrated improvements in literacy skills in reading and writing, in the English language, numeracy, English language acquisition, and other literacy skills.

Note: The AEFLA Section 203 defines literacy as an individual's ability to read, write, and speak in English; to compute; and to solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

- Receipt of a secondary school diploma or its recognized equivalent.

The California State Plan (Section 5.1) defines the usage of performance measures by eligible providers to meet the requirements in Section 212 of the AEFLA:

- Student goal attainment and demonstrated student improvements in literacy levels within a program area
- Student completion of a program level
- Student advancement to higher program levels

Other performance measures:

- Receipt of a secondary school diploma or its equivalent
- Placement in postsecondary education, training, or unsubsidized employment
- Career advancement

Section 5.3 of the California State Plan responds to the requirement in the AEFLA to establish expected levels of performance for each of the core indicators. California currently uses the following core indicators of performance:

- Significant gains in CASAS test scores:
 - A five-point gain or greater from pretest scores for persons at the 210 level or below
 - A three-point gain or greater from pretest scores for persons at the 211 level or above
- Completion of two instructional levels
- Attainment of a high school diploma or a high school equivalency certificate

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

1. California and National Adult Education and Family Literacy Act Enrollment Chart (Page 4)

Regions	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
California	586,632	602,837	618,767	434,428	392,918	354,066	302,169
Other Western Region	192,296	187,184	207,700	208,230	193,869	173,724	169,082
Outlying Region	2,488	1,973	2,052	865	1,427	1,536	1,318
Eastern Region	387,035	361,305	369,312	333,703	312,962	297,020	281,028
Midwestern Region	368,844	358,679	365,272	361,318	323,326	310,121	304,186
Southern Region	809,418	824,928	837,144	837,772	787,674	668,352	650,322
National Adult Education and Family Literacy Act (AEFLA) Enrollment	2,346,713	2,336,906	2,400,247	2,176,316	2,012,176	1,804,819	1,804,819
California AEFLA Enrollment as a Percentage of Total Enrollment	26%	26%	20%	20%	20%	20%	18%

2. Adult Education and Family Literacy Act Enrollee Educational Status (Page 4)

Highest Degree/Diploma Earned	United States	California
None	70.7%	71.2%
General Educational Development [®] (GED [®]) Certificate	1.6%	1.6%
High School Diploma	11.6%	17.7%
Postsecondary Studies	6.8%	6.8%
Missing Data	9.3%	2.7%

3. Adult Education and Family Literacy Act Enrollee Employment Status (Page 5)

Employment Status	United States	California
Employed	33%	32%
Unemployed	37%	48%
Not in Labor Force	30%	20%

4. Adult Education and Family Literacy Act Enrollee Demographics (Page 5)

Geographical Regions	Hispanic	White	Black or African American	Asian	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Two or More Races
Eastern	43.5%	20.4%	25.1%	8.6%	0.4%	0.2%	1.7%
Midwestern	26.3%	34.8%	25.6%	9.1%	1.4%	0.1%	2.7%
Southern	32.6%	30.5%	29.9%	3.5%	1.1%	0.2%	2.4%
Western	59.6%	16.5%	6.9%	13.5%	1.7%	0.7%	1.2%
United States	40.7%	25.7%	22.0%	8.1%	1.2%	0.4%	2.0%
California	67.2%	10.2%	6.4%	14.9%	0.3%	0.2%	0.8%

5. California Adult Education and Family Literacy Act Enrollment by Provider Type (Page 6)

Provider Type	Total Agencies	Total Enrollment
Districts with Adult Schools	154	350,616
Community-Based Organizations	24	7,080
Community College Districts	17	91,056
County Offices of Education	5	7,208
Libraries	8	2,669
State Agencies	2	34,579

6. California Adult Education and Family Literacy Act Enrollment by Program Area (Page 6)

Enrollment	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Total AEFLA	841,190	855,021	866,571	696,831	598,486	524,908	493,208
Adult Basic Education (ABE)	118,865	130,710	139,816	110,309	95,793	88,704	95,540
Adult Secondary Education (ASE)	180,994	196,406	207,016	186,009	165,052	149,122	134,021
English as a Second Language (ESL) and ESL-Citizenship	541,331	527,905	519,739	400,513	337,641	287,082	263,647

7. Agency Size and Enrollment (Page 7)

Agency Size	Total Agencies	Percent of Total Enrollment
500 or fewer learners	63	2.5%
501–1,500 learners	70	13.5%
1,501–3,000 learners	38	16.0%
3,001–5,000 learners	23	17.1%
5,001–8,000 learners	6	7.4%
Over 8,000 learners	10	43.6%

8. Enrollment by Geographic Region (Page 7)

Geographical Region	2011–12	2012–13
Northcoast	10,843	10,930
Northeastern	2,766	2,660
Capitol	16,688	14,095
Bay Area	45,704	48,327
South Bay	28,805	31,442
Delta Sierra	11,150	11,388
Central Valley	15,244	16,186
Costa del Sur	19,484	21,492
Southern	92,633	88,796
RIMS	31,076	35,827
Los Angeles	213,353	177,486
State Agencies	37,162	34,579

**9. Adult Education and Family Literacy Act
Demographics (Page 8)**

Race and Ethnicity	Percentage
Two or More Races	0.8%
White	10.2%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	67.2%
Black or African American	6.4%
Asian	14.9%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	5.8%
45–59	18.6%
25–44	48.4%
19–24	21.0%
16–18	6.2%

Gender	Percentage
Female	55.0%
Male	45.0%

**10. 2012–13 National Reporting System
Adult Education and Family Literacy Act
Enrollment (Page 8)**

Region	ABE/ASE	ESL
California	11.3%	27.4%
Other Western	9.5%	10.5%
Southern	45.1%	27.4%
Midwestern	19.1%	15.9%
Eastern	14.9%	18.9%
Outlying	0.1%	0.0%

**11. National Reporting System
Adult Basic Education and
Adult Secondary Education
Educational Functioning Levels
(Page 9)**

ABE and ASE Educational Functioning Levels	Percentage of Learners
ABE Beginning Literacy	5.0%
ABE Beginning Basic	9.6%
ABE Intermediate Low	16.9%
ABE Intermediate High	41.8%
ASE Low	17.5%
ASE High	9.2%

**12. National Reporting System
English as a Second Language
Educational Functioning Levels
(Page 9)**

ESL EFLs	Percentage of Learners
ESL Beginning Literacy	3.0%
ESL Low Beginning	6.0%
ESL High Beginning	16.2%
ESL Intermediate Low	27.9%
ESL Intermediate High	23.5%
ESL Advanced	23.3%

**13. California 2012–13 Adult Education and Family Literacy Act
National Reporting System Overall Performance (Page 9)**

Performance	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Persistence Rate	55.2%	56.2%	58.3%	69.6%	71.2%	72.6%	71.7%
Completion Rate	34.7%	34.7%	36.0%	43.2%	44.6%	45.1%	43.5%
Advanced Level Rate	22.7%	22.6%	23.9%	27.0%	27.1%	28.1%	24.1%

**14. California Adult Education and Family Literacy Act
National Reporting System Educational Functioning
Levels Performance 2012–13 (Page 10)**

EFL	California State Goals	California State Performance
ABE Beginning Literacy	46%	55.7%
ABE Beginning Basic	54%	53.7%
ABE Intermediate Low	50%	49.0%
ABE Intermediate High	34%	32.6%
ASE Low	34%	33.5%
ASE High	--	29.1%
ESL Beginning Literacy	63%	62.3%
ESL Low Beginning	64%	64.1%
ESL High Beginning	62%	60.3%
ESL Intermediate Low	54%	52.2%
ESL Intermediate High	49%	47.6%
ESL Advanced	24%	23.2%

**15. California Adult Education and Family Literacy Act
General Educational Development® Certificate and High
School Diploma Attainment (Page 10)**

Program Year	Received GED®	Received High School Diploma
2006–07	7,547	8,404
2007–08	10,945	10,950
2008–09	12,012	12,145
2009–10	12,459	12,563
2010–11	12,272	10,547
2011–12	12,642	9,049
2012–13	12,204	8,759

Appendix C: Adult Education and Family Literacy Act Enrollment and Performance

**Adult Education and Family Literacy Act
Funded Agencies by Provider Type over Four-Year Period**

Agency Type	2009–10		2010–11		2011–12		2012–13	
	N	%	N	%	N	%	N	%
Adult Schools	173	72.4	168	72.1	162	73.6	154	73.3
Community-Based Organizations (CBOs)	32	13.4	31	13.3	27	12.3	24	11.4
Community College Districts (CCDs)	17	7.1	17	7.3	17	7.7	17	8.1
Library Literacy Programs	9	3.8	9	3.9	7	3.2	8	3.8
County Offices of Education (COE)	6	2.5	6	2.6	5	2.3	5	2.4
California Conservation Corps	N/A	--	N/A	--	N/A	--	N/A	--
State Agencies	2	0.8	2	0.9	2	0.9	2	1.0
Total	239	100	233	100	220	100	210	100

Note: State agencies include California Department of Corrections and Rehabilitation (CDCR) and California Department of Developmental Services (CDDs). Sixteen agencies served institutionalized adults under Section 225 of Adult Education and AEFLA. These included 12 jail programs under local school district, one CBO, one CCD and two state agencies (CDCR and CDDs).

The California Department of Education Geographic Regions and Counties

California Department of Education (CDE) Geographic Regions	Counties
Northcoast (1)	Humboldt, Marin, Mendocino, Napa, Solano, Sonoma
Northeastern (2)	Butte, Glenn, Lassen, Modoc, Shasta, Tehema,
Capitol (3)	Colusa, El Dorado, Nevada, Placer, Sacramento, Sutter, Yolo
Bay Area (4)	Alameda, Contra Costa, San Francisco
South Bay (5)	Monterey, San Mateo, Santa Clara, Santa Cruz
Delta Sierra (6)	Merced, San Joaquin, Stanislaus
Central Valley (7)	Fresno, Madera, Mono
Costa del Sur (8)	Kern, Kings, San Luis Obispo, Santa Barbara, Tulare
Southern (9)	Imperial, Orange, San Diego
RIMS (10)	Riverside, San Bernardino
Los Angeles (11)	Los Angeles, Ventura

Adult Education and Family Literacy Act Applicants and Funded Agencies by Geographic Region for 2012–13

CDE Geographic Region	Received Funding		Total Enrollment	
	N	%	N	%
Northcoast (1)	10	4.9%	10,930	2.2%
Northeastern (2)	9	4.5%	2,660	0.5%
Capitol (3)	15	8.0%	14,095	2.9%
Bay Area (4)	30	14.3%	48,327	9.8%
South Bay (5)	23	10.7%	31,442	6.4%
Delta Sierra (6)	8	4.0%	11,388	2.3%
Central Valley (7)	8	4.0%	16,186	3.3%
Costa del Sur (8)	15	7.6%	21,492	4.4%
Southern (9)	23	10.7%	88,796	18.0%
RIMS (10)	24	11.2%	35,827	7.3%
Los Angeles (11)	43	19.2%	177,486	36.0%
Multiple Regions (State Agencies)	2	0.9%	34,579	7.0%
	210	100.0%	493,208	100.1%*

Note: State agencies include CDCR and CDDS.

Applicants and funded agencies are the same, as 2012–13 had re-applications for continuing agencies.

*Percentages do not add up to 100% due to rounding.

Adult Education and Family Literacy Act Funded Agencies by the California Department of Education Geographic Regions and Provider Types for 2012–13

CDE Geographic Region	Adult Schools	Community-Based Organizations	Community Colleges	Library Literacy	County Offices of Education	State Agencies
	N	N	N	N	N	N
Northcoast (1)	7	1	1	1	--	--
Northeastern (2)	6	--	1	--	2	--
Capitol (3)	11	1	--	1	2	--
Bay Area (4)	19	9	1	--	1	--
South Bay (5)	20	3	--	--	--	--
Delta Sierra (6)	7	1	--	--	--	--
Central Valley (7)	8	--	--	--	--	--
Costa del Sur (8)	10	3	2	--	--	--
Southern (9)	15	2	5	1	--	--
RIMS (10)	19	1	2	2	--	--
Los Angeles (11)	32	3	5	3	--	--
Multiple Regions	--	--	--	--	--	2
Total	154	24	17	8	5	2

Adult Education and Family Literacy Act Funded Agencies by Size and Geographic Regions for 2012–13

CDE Geographic Region	500 or fewer		501–1,500		1,501–3,000		3,001–5,000		5,001–8,000		Over 8,000	
	N	%	N	%	N	%	N	%	N	%	N	%
Northcoast (1)	4	6.3	2	2.9	4	10.5	--	--	--	--	--	--
Northeastern (2)	8	12.7	1	1.4	--	--	--	--	--	--	--	--
Capitol (3)	5	7.9	8	11.4	1	2.6	1	4.3	--	--	--	--
Bay Area (4)	11	17.5	10	14.3	3	7.9	4	17.4	1	16.7	1	10.0
South Bay (5)	7	11.1	8	11.4	6	15.8	1	4.3	1	16.7	--	--
Delta Sierra (6)	2	3.2	4	5.7	1	2.6	1	4.3	--	--	--	--
Central Valley (7)	2	3.2	3	4.3	2	5.3	--	--	--	--	1	10.0
Costa del Sur (8)	6	9.5	6	8.6	1	2.6	1	4.3	--	--	1	10.0
Southern (9)	6	9.5	6	8.6	4	10.5	2	8.7	2	33.3	3	30.0
RIMS (10)	4	6.3	12	17.1	5	13.2	2	8.7	1	16.7	--	--
Los Angeles (11)	8	12.7	10	14.3	10	26.3	11	47.8	1	16.7	3	30.0
Multiple Regions (State Agencies)	--	--	--	--	1	2.6	--	--	--	--	1	10.0
Total	63	100	70	100	38	100	23	100	6	100	10	100

Note: State agencies include CDCR and CDDS.

**Adult Education and Family Literacy Act Funded Agencies
by Size and Provider Type for 2012–13**

Enrollment Size	Adult Schools		Community-Based Organizations		Community Colleges		Library Literacy	
	N	%	N	%	N	%	N	%
500 or fewer	35	22.7	18	75.0	3	17.6	4	50.0
501–1,500	55	35.7	6	25.0	4	23.5	4	50.0
1,501–3,000	34	22.1	--	--	3	17.6	--	--
3,001–5,000	21	13.6	--	--	2	11.8	--	--
5,001–8,000	4	2.6	--	--	1	5.9	--	--
Over 8,000	5	3.2	--	--	4	23.5	--	--
Total	154	100	24	100	17	100	8	100

Enrollment Size	County Offices of Education		State Agencies		Total Agencies		Total Enrollment	
	N	%	N	%	N	%	N	%
500 or fewer	3	60.0	--	--	63	30.0	12,341	2.5
501–1,500	1	20.0	--	--	70	33.3	66,579	13.5
1,501–3,000	--	--	1	50.0	38	18.1	78,725	16.0
3,001–5,000	--	--	--	--	23	11.0	84,153	17.1
5,001–8,000	1	20.0	--	--	6	2.9	36,406	7.4
Over 8,000	--	--	1	50.0	10	4.8	215,004	43.6
Total	5	100	2	100	210	100	493,208	100

Note: State agencies include CDCR and CDDS.

Adult Education and Family Literacy Act Funded Agencies Enrollment by Provider Type

Provider Type	2008–09		2009–10		2010–11		2011–12		2012–13	
	N	%	N	%	N	%	N	%	N	%
Adult Schools	688,760	79.5	541,435	77.7	441,992	73.9	377,838	72.0	350,616	71.1
CBO	7,309	0.8	7,068	1.0	8,273	1.4	7,860	1.5	7,080	1.4
CCDs	95,309	11.0	99,587	14.3	99,554	16.6	92,428	17.6	91,056	18.5
COEs	6,694	0.8	6,712	1.0	7,014	1.2	6,659	1.3	7,208	1.5
Library Literacy Programs	2,388	0.3	2,492	0.4	2,773	0.5	2,961	0.6	2,669	0.5
State Agencies	66,111	7.6	39,537	5.7	38,880	6.5	37,162	7.1	34,579	7.0
Total	866,571	100	696,831	100	598,486	100	524,908	100	493,208	100

Note: State agencies include CDCR and CDDS.

Adult Education and Family Literacy Act Funded Agencies Enrollment by Funding

Funding Type	2008–09		2009–10		2010–11		2011–12		2012–13	
	N	%	N	%	N	%	N	%	N	%
Section 231/EL Civics	779,489	90.0	635,287	91.2	546,175	91.3	474,739	90.4	444,592	90.1
Section 225	87,082	10.0	61,544	8.8	52,311	8.7	50,169	9.6	48,616	9.9
Total	866,571	100	696,831	100	598,486	100	524,908	100	493,208	100

* Section 225 includes 12 jail programs under local school district, one CBO, one CCD and two state agencies (CDCR and CDDS). These 16 agencies served institutionalized adults under Section 225 of AEFLA.

Adult Education and Family Literacy Act Learner Enrollment by Instructional Program Areas

Instructional Program	2007–08		2008–09		2009–10		2010–11		2011–12		2012–13	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	130,710	15.3	139,816	16.1	110,309	15.8	95,793	16.0	88,704	16.9	95,540	19.4
ESL	522,034	61.1	515,838	59.5	396,676	56.9	334,062	55.8	285,620	54.4	261,097	52.9
ESL-Cit	5,871	0.7	3,901	0.5	3,837	0.6	3,579	0.6	1,462	0.3	2,550	0.5
ASE	196,406	23.0	207,016	23.9	186,009	26.7	165,052	27.6	149,122	28.4	134,021	27.2
Total	855,021	100	866,571	100	696,831	100	598,486	100	524,908	100	493,208	100

Adult Education Family Literacy Act Funded Agencies Payment Points by Instructional Program Areas

Program Year	231 ABE/ESL/ Vocational ESL/ESL-Cit	225 ABE/ESL/ASE	231 ASE/GED	EL-Civics
2006–07	226,186	32,270	26,571	135,491
2007–08	225,613	35,338	35,687	138,969
2008–09	236,983	39,061	41,220	153,400
2009–10	208,293	24,845	42,606	140,956
2010–11	189,204	30,055	41,469	128,811
2011–12	167,825	33,247	39,974	128,004
2012–13	134,540	26,224	38,281	124,119

Adult Education Family Literacy Act California Learner Enrollment with National Reporting System Restrictions for 2012–13

	N
Total Workforce Investment Act Learner with Entry Records	493,208
National Reporting System criteria for excluding students from Federal Tables	
Learners < sixteen years old	10,775
Learners with fewer than 12 hours of instruction	109,365
Learners concurrently enrolled in High School/Kindergarten through twelfth grade (K-12)	19,509
Missing gender	284
Missing ethnicity/race	3,456
No accurate pretest	41,560
Work-based project learner	245
Score was too high	5,845
Learners included in NRS Federal Tables	302,169

Note: Drop reasons are applied in the order of priority shown in the table above. Total number of learners concurrently enrolled in the High School/K-12 is 28,450.

The National Reporting System Educational Functioning Levels by Instructional Program Areas for Adult Education Family Literacy Act Learners in 2012–13

NRS Educational Functioning Level	Instructional Program Areas					
	ABE		ASE		ESL/ESL-Cit	
	N	%	N	%	N	%
ABE Beginning Literacy	5,347	8.3	515	1.0		
ABE Beginning Basic	9,107	14.1	2,042	4.1		
ABE Intermediate Low	13,841	21.4	5,802	11.6		
ABE Intermediate High	27,882	43.0	20,811	41.7		
ASE Low	5,895	9.1	13,229	26.5	1,220	0.7
ASE High	2,738	4.2	7,526	15.1	471	0.3
ESL Beginning Literacy					5,577	3.0
ESL Low Beginning					11,178	6.0
ESL High Beginning					30,167	16.1
ESL Intermediate Low					51,767	27.6
ESL Intermediate High					43,709	23.3
ESL Advanced					43,345	23.1
Total	64,810	100.0	49,925	100.0	187,434	100.0

Summary of California Core Performance Results

Entering Educational Functioning Level	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	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	25	26.4	28	30.7	27	31.8	32	44.7	33	47.5	46	55.7
ABE Beginning Basic	43	39.0	43	39.5	41	46.7	41	52.7	48	56.1	54	53.7
ABE Intermediate Low	36	35.3	36	39.4	37	45.5	40	48.8	47	50.7	50	49.0
ABE Intermediate High	31	25.6	29	27.1	26	30.7	28	32.7	32	33.4	34	32.6
ASE Low	25	16.9	22	19.0	19	31.7	20	32.6	33	34.9	34	33.5
ASE High	--	25.2	--	26.9	--	24.3	--	28.3	--	29.5	--	29.1
ESL Beginning Literacy	41	41.6	42	43.0	43	61.6	44	61.6	63	63.8	63	62.3
ESL Beginning (Low 2006-07)	35	31.1	35	34.1	33	62.1	35	63.0	63	65.1	64	64.1
ESL Beginning (High 2006-07)	36	47.2	48	49.3	48	58.2	50	61.0	59	61.4	62	60.3
ESL Intermediate Low	44	44.2	44	45.8	46	51.8	47	53.4	53	53.7	54	52.2
ESL Intermediate High	44	41.6	43	43.1	43	47.4	44	48.2	48	49.5	49	47.6
ESL Advanced Low	23	19.8	22	20.5	21	22.4	21	22.6	23	23.1	24	23.2
Core Follow-Up Outcome Measures*												
	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	30	36.0	35	39.2	38	38.8	40	41.2	40	42.0	42	52.2
Entered Employment	53	56.9	53	53.4	59	44.0	59	44.6	45	47.3	45	44.9
Retained Employment	91	92.9	91	92.0	95	90.8	95	93.1	95	94.3	60	96.5
Entered Postsecondary Education	57	42.4	60	41.7	44	43.1	44	46.6	44	40.8	45	42.1

Appendix D: Comprehensive Adult Student Assessment Systems Skill Level Descriptors for Adult Basic Education and Adult Secondary Education

Scale Scores	CASAS Level	Descriptors
250	E	Advanced Adult Secondary (Scale Score 246+) With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets. Can comprehend some college textbooks and apprenticeship manuals.
245		Adult Secondary (Scale Score 236–245) Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
240	D	Advanced Basic Skills (Scale Score 221–235) Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin General Educational Development® test preparation.
235		Intermediate Basic Skills (Scale Score 211–220) Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
230	C	Beginning Basic Skills (Scale Score 201–210) Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple changes. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
225		Beginning Literacy/Pre-Beginning (Scale Score 150–200) Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.
220	B	
215		
210	A	
205		
200		
190		
180		
150		

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Appendix E: Comprehensive Adult Student Assessment Systems Skill Level Descriptors for English as a Second Language

Scale Scores	CASAS Level	Descriptors
250 245	E	Proficient Skills (Scale Score 246+) SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
240 235	D	Adult Secondary (Scale Score 236–245) SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
230 225 220	C	Advanced ESL (Scale Score 221–235) SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin General Educational Development® test preparation.
215 210 205 200	B	High Intermediate ESL (Scale Score 211–220) SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
		Low Intermediate ESL (Scale Score 201–210) SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
190 180 150	A	High Beginning ESL (Scale Score 191–200) SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL (Scale Score 181–190) SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
		Beginning Literacy/Pre-Beginning ESL (Scale Score 150–180) SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas