

**California Department of Education  
End-of-Year 2013–14 Progress Report to the Legislature**

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



**Prepared by:**

**College and Career Transition Division  
Instruction & Learning Support Branch**

March 2015

Description: Annual Report to the Legislature

Authority: 2013 Budget Act Item 6110-156-0890

Recipient: California Legislature

# **End-of-Year 2013–14 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 2015

This report was prepared by the California Department of Education (CDE), Adult Education Office. The data in this report was collected and compiled by the Comprehensive Adult Student Assessment Systems for CDE, funded by a contract under Public Law 105-220 and administered by the Adult Education Office.

## 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 .....	11
<b>Appendices</b>	
<b>Appendix A:</b> Progress Measures .....	A-1
<b>Appendix B:</b> Text Version (accessible) of All Charts in the Above-Stated Report.....	A-4
<b>Appendix C:</b> Adult Education and Family Literacy Act Enrollment and Performance.....	A-9
<b>Appendix D:</b> Comprehensive Adult Student Assessment Systems Skill Level Descriptors for Adult Basic Education and Adult Secondary Education.....	A-17
<b>Appendix E:</b> Comprehensive Adult Student Assessment Systems Skill Level Descriptors for English as a Second Language.....	A-18

## **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 over 463,000 students
  - 52.5 percent English as a Second Language learners
  - 28.0 percent Adult Secondary Education learners
  - 19.5 percent Adult Basic Education learners
- Funded 202 agencies
  - 149 Districts with Adult Schools
  - 21 Community-Based Organizations
  - 17 Community College Districts
  - 8 Library Literacy Programs
  - 5 County Offices of Education
  - 2 State Agencies

### **California Federal Performance**

- The California AEFLA agencies met or exceeded three state performance goals for students completing the federally established Educational Functional Levels (EFL).
- Approximately 15,000 adult students obtained a high school diploma or high school equivalency certificate such as General Educational Development (GED®), HiSet, and Test Assessing Secondary Completion (TASC).
- 138,415 (45 percent) students completed one or more federal EFLs.
- The persistence rate of students in all EFLs in program year 2013–14 remained similar to the previous year, and California achieved an overall persistence rate of 71 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 the Adult Education Office of the Career and College Transition Division, by phone at 916-322-2175 or by e-mail at [AdultEducation@cde.ca.gov](mailto:AdultEducation@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 2013–14 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 2013–14 represents the fourteenth year of the 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 multi-year 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 local 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, Technical, and Adult Education (OCTAE). 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 Level (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. 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, significant number of high school dropouts, and the limited postsecondary preparation of many high school graduates. However, the ability of the federal AEFLA supplementary grant to address the needed services require ongoing state funding of adult education.

## Addressing California Literacy Needs

- **Approximately six million California adults do not possess a high school diploma or its equivalent.** Additionally, many students with a high school diploma or high school equivalency certificate will require some remedial coursework prior to applying to college.
- **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.” More than one-fourth of the nation’s non-English speaking population resides in California, and 2.3 million of them lack high school diplomas or equivalency certificates. Many 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.

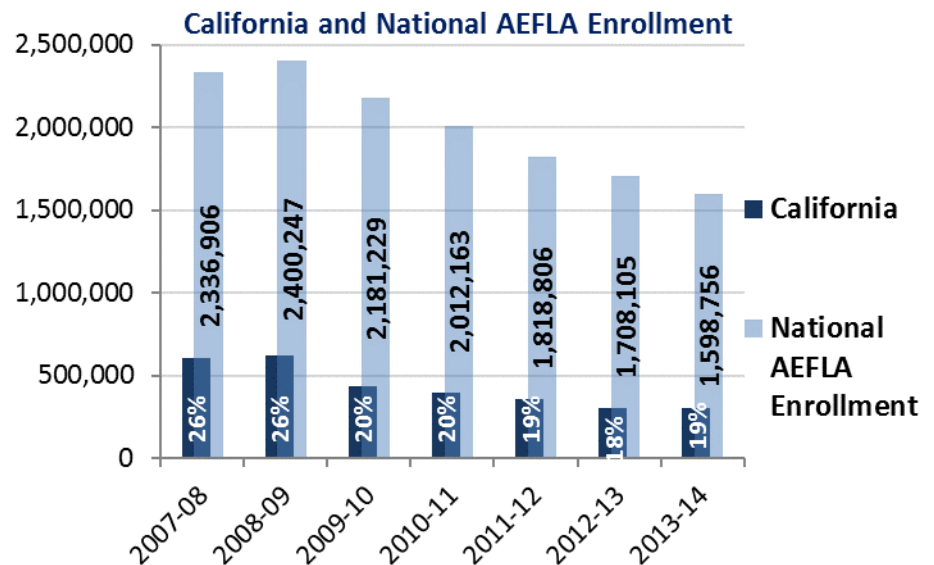
Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population*.

<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 budget challenges in recent years, leaving a large population of adults who lack the basic proficiencies for successful transitions to postsecondary education and the workforce. This will significantly affect the economic growth of the state.

## California and the Nation

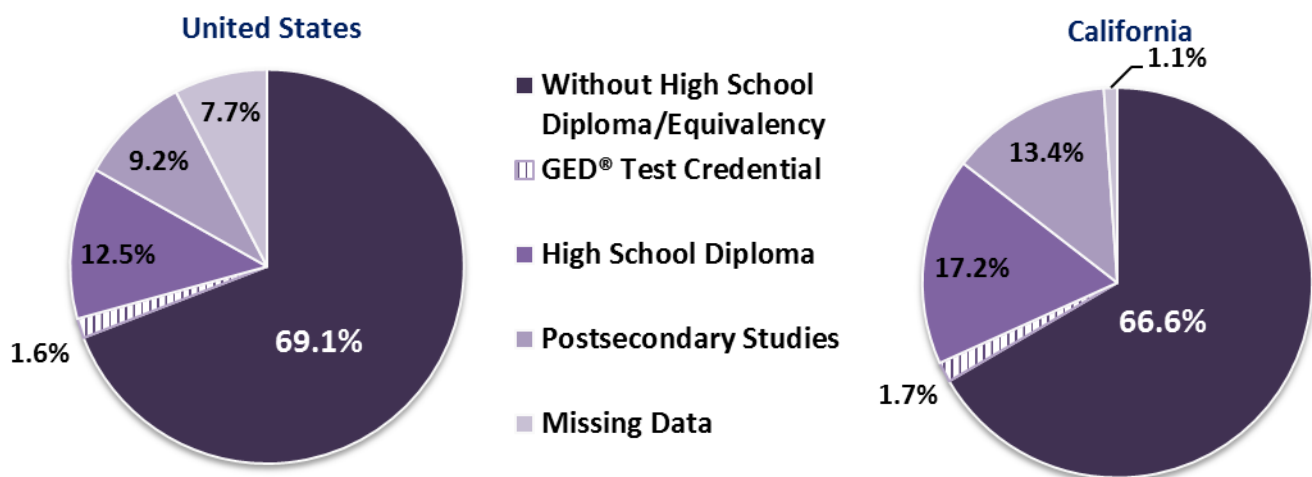
The CDE's federally funded AEFLA Program provided educational opportunities and support services to **19 percent of the nation's adults** enrolled in AEFLA during the 2013–14 program year. The enrollment trend, in California and nationally, has revealed a continuous decrease since 2009. Given that California served over one-fourth of all AEFLA learners nationally, from 2007 through 2009, makes declining enrollment a significant issue. In subsequent years, California served approximately one-fifth of all the 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 (17 percent) compared to the national average (12 percent).
- California AEFLA program enrollees without a high school diploma (approximately 67 percent) were proportionately similar to the national AEFLA data.
- More than 80 percent of California AEFLA enrollees with a postsecondary education enrolled in ESL programs.

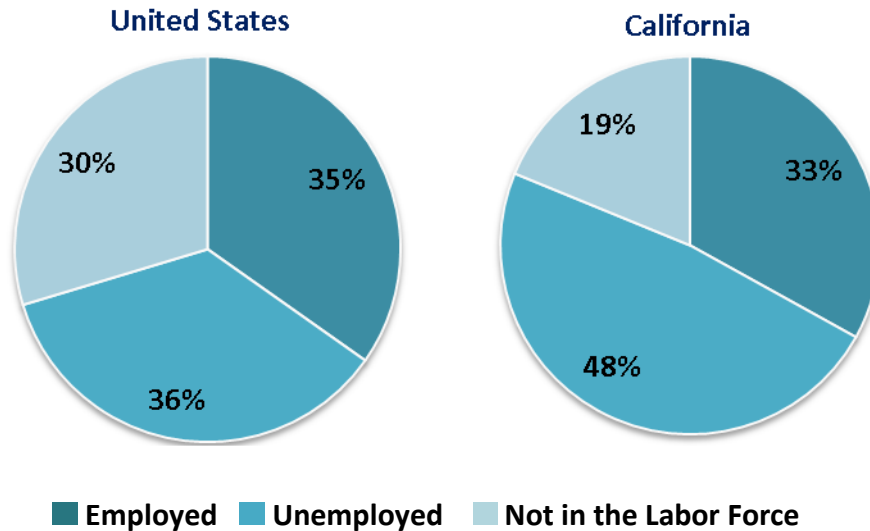
## Level of Education at Enrollment in AEFLA





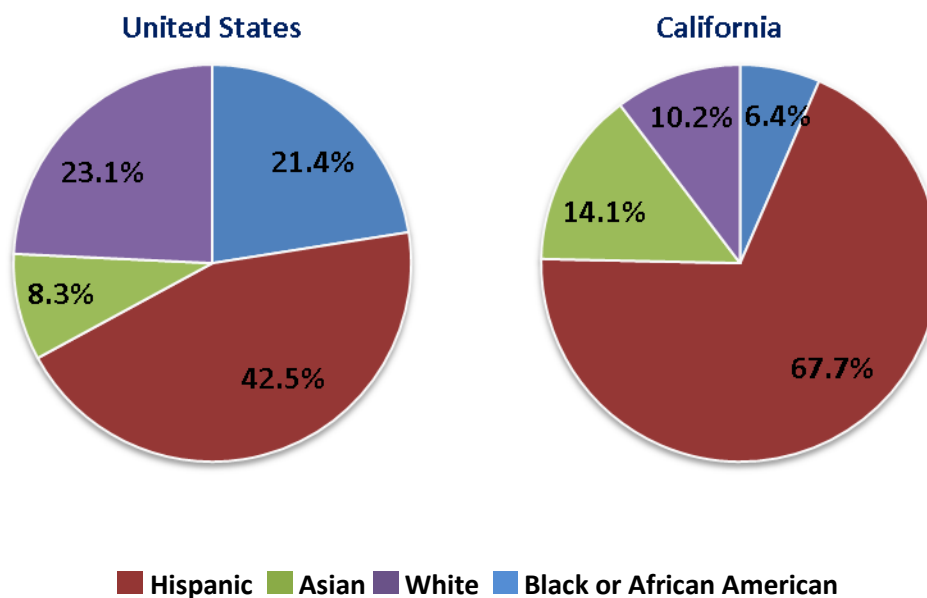
- Forty-eight percent of California AEFLA enrollees in 2013–14 are unemployed, compared to 36 percent nationally.

### AEFLA Enrollee Employment Status



- California's AEFLA enrollees, more than 67 percent are Hispanic, while 14 percent are Asian. The race and ethnicity distribution of California AEFLA enrollees differs from the national average, as shown in the chart below. Please refer to Appendix B for more complete data on race and ethnicity.

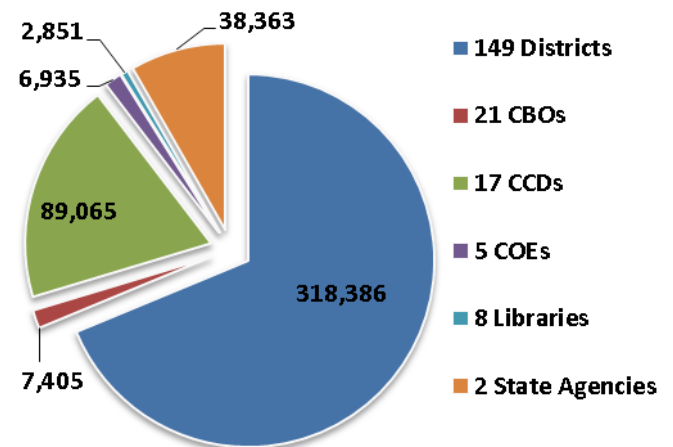
### AEFLA Enrollee Race and Ethnicity



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

In 2013–14, **202** local agencies served over **463,000** learners in AEFLA programs under Section 225, Section 231, and English Literacy and Civics Education (EL Civics). California adult education providers included 149 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 69 percent of the learners enrolled in the local AEFLA programs. Other adult education providers included 21 community-based organizations (CBOs), 17 community college districts (CCDs), eight library literacy programs, five county offices of education (COEs), and two state agencies.

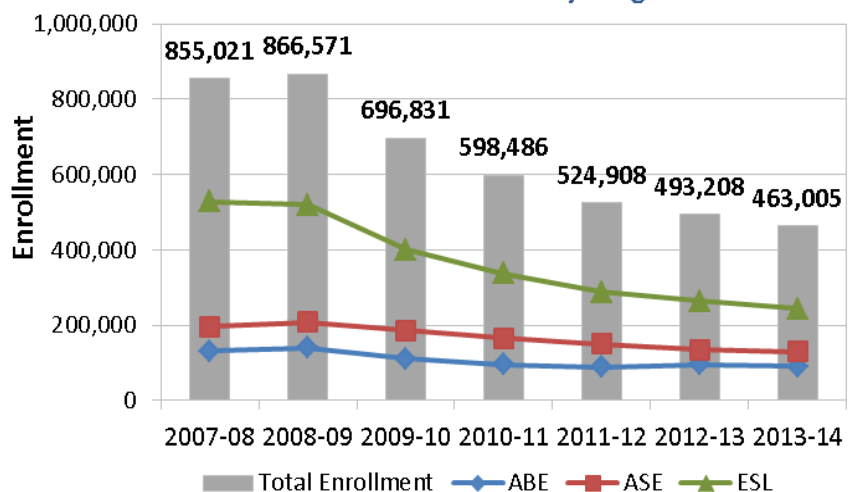
**California AEFLA Enrollment by Provider Type**



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 11 percent (51,189) of the total 2013–14 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 five years, primarily due to state budget cuts that eroded the program foundation, California has seen significant enrollment declines, culminating in a 47 percent decline overall. In 2013–14, ESL programs served the majority of adult learners at 53 percent, ASE served 28 percent, and ABE served 20 percent of the total learners enrolled. All three programs experienced enrollment decreases since 2008–09. Compared to 2012–13 enrollment in 2013–14 decreased by 8 percent in ESL, by 5 percent in ABE, and by 3 percent in ASE.

**California AEFLA Enrollment by Program Area**



The table below shows agencies grouped by enrollment size. The eight large agencies with annual enrollment of more than 8,000 learners served 40.4 percent of the AEFLA learners, while the 59 smallest agencies, with enrollment of 500 or fewer learners, served 2.7 percent of the enrollees in the 2013–14 program year. In 2013–14, California had nine large educational agencies with more than 5,000 learners each, and eight large agencies with more than 8,000 learners each. This marks a decrease from 2009–10, when a total of 25 agencies qualified for these categories.

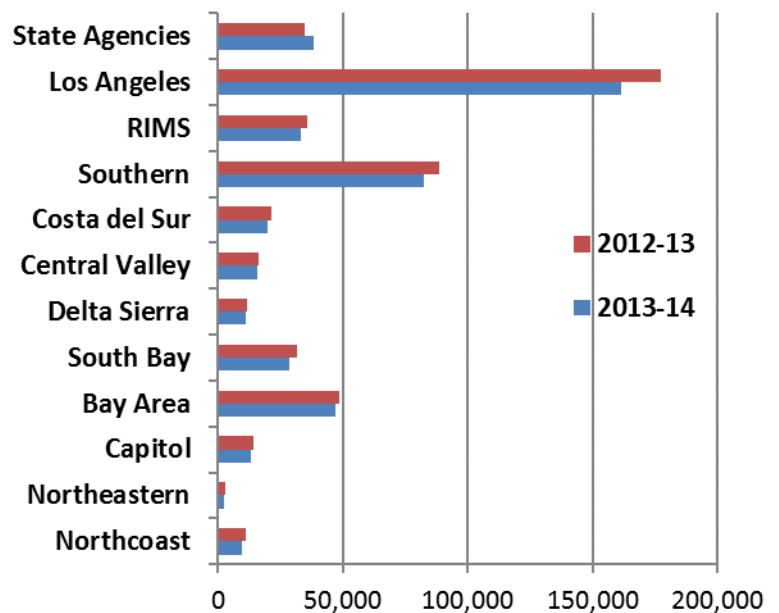
### Agency Size and Enrollment

Agency Size	Total Agencies	Percent of Total Enrollment
500 or fewer learners	59	2.7%
501–1,500 learners	72	14.9%
1,501–3,000 learners	39	18.3%
3,001–5,000 learners	15	11.7%
5,001–8,000 learners	9	12.0%
Over 8,000 learners	8	40.4%

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 (42) and enrollment (35 percent). Please refer to the tables in Appendix C for counties in each region.

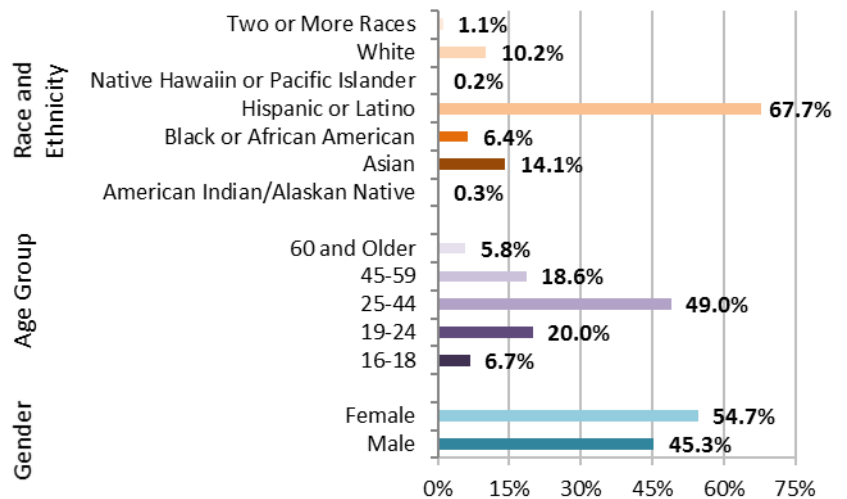
In 2013–14, total enrollment in all 11 geographical regions decreased from the prior program year. The Los Angeles area saw the steepest decline in enrollment numbers, over 15,000 learners (9 percent), followed by the Southern region over 6,000 learners (7 percent). The highest percentage drop in enrollment occurred in the Northeast, Northcoast, and South Bay of approximately 16 percent, 11 percent, and 10 percent respectively, compared to the prior year.

California AEFLA Enrollment by Geographical Region



Adult learners in California reflect the diversity of the state. The largest ethnic groups of AEFLA Program enrollees are Hispanic (68 percent) and Asian (14 percent). Less than two 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 19 to 24 (20 percent) and 25 to 44 (49 percent). These adults often referred to as “millennials” and “Generation X”, respectively, will replace the large and highly educated baby boomer generation in the workforce.

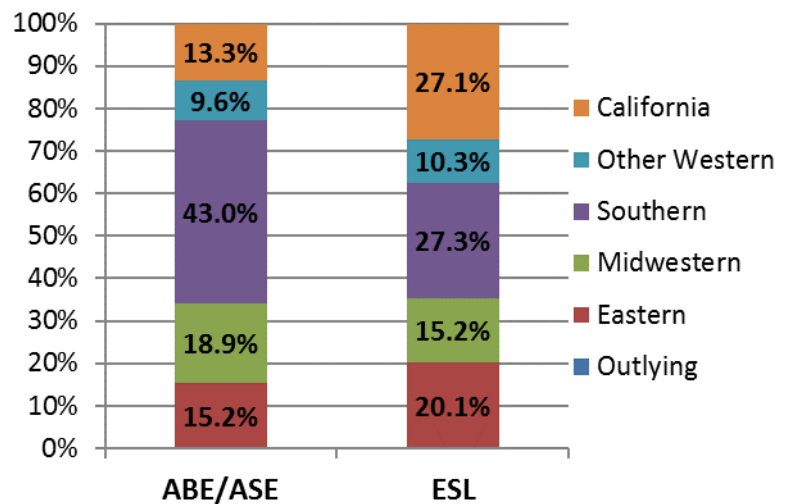
**2013–14 California AEFLA Demographics**



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

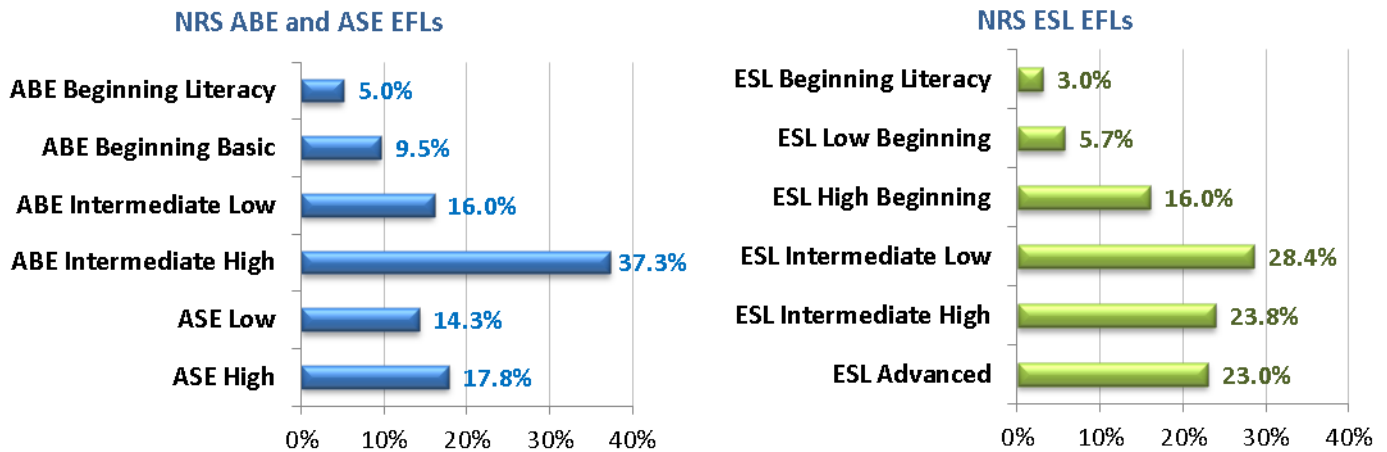
In the 2013–14 program year, 305,182 learners (66 percent) qualified for federal reporting under the National Reporting System (NRS). The NRS requires that states restrict the reported data to learners who (a) persisted for more than 12 hours, (b) had attained 16 years of age, and (c) were not enrolled or required to be enrolled in secondary school under state law. According to the NRS federal data, California served 19 percent of the nation’s adults enrolled in the AEFLA Program, as well as 13 percent of the ABE/ASE enrollees, and 27 percent of the ESL enrollees nationally.

**2013–14 NRS AEFLA Enrollment**



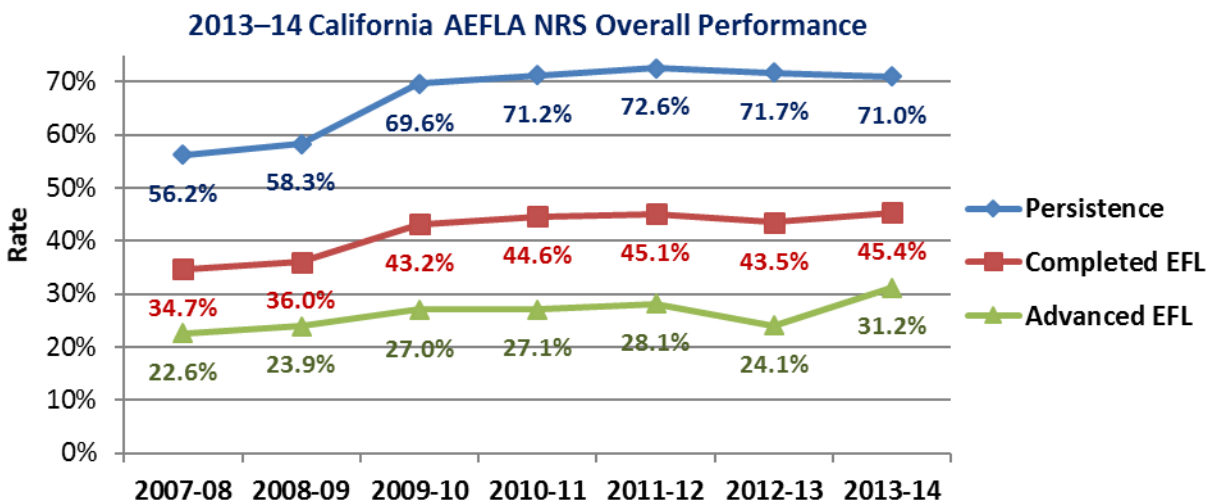
The NRS measures a learner’s educational performance by federally defined EFLs, as shown in the chart below. The majority of California ABE and ASE learners entered at the ABE intermediate high (37 percent) and ASE High (18 percent) instructional levels. The highest percentage of ESL learners (28 percent) entered at the ESL intermediate low level. See Appendix A for detailed information regarding assessment scores and their relationship to the NRS EFLs.

## 2013–14 Educational Functioning Levels at Program Entry

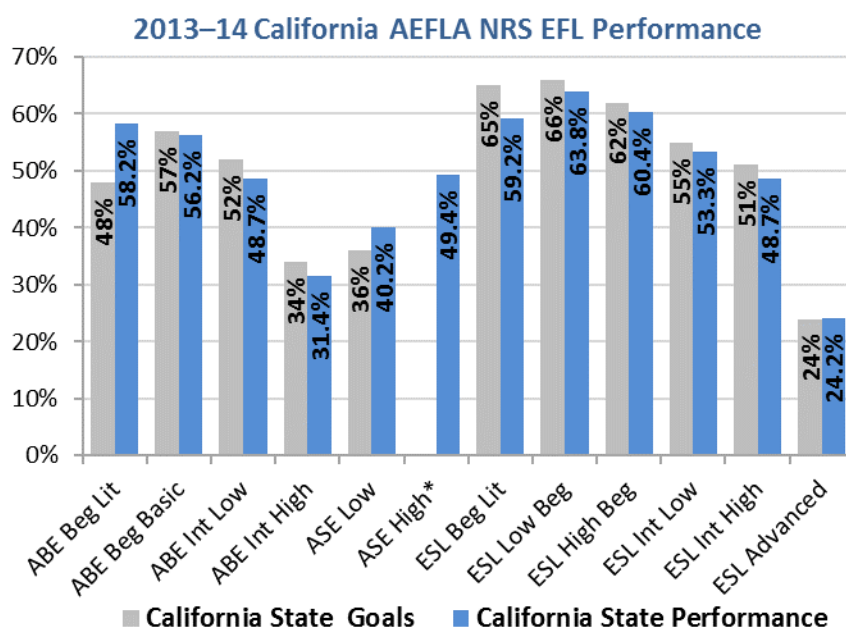


**Persistence:** The 305,182 AEFLA learners who qualified for the NRS federal reporting received an average of 92 hours of instruction. The 216,696 learners who completed pre- and post-tests, and received more than 235 hours of instruction are known as “Persistors.” The persistence rate of 71 percent for these learners in the 2013–14 program year remained similar to the prior year percentages.

**EFLs:** Among the 305,182 AEFLA learners who qualified for NRS federal reporting, 45 percent or 138,415 learners completed an EFL and 31 percent (95,230 learners) advanced one or more levels. For the learners who persisted (71 percent of the 305,182 learners), 64 percent of them completed an EFL, and 44 percent advanced one or more levels.



In 2013–14, the California agencies (a) met or exceeded state goals in ABE Beginning Literacy, ASE Low and ESL Advanced, and (b) exceeded the national average in ten EFL performance measures including five ESL, three ABE, and two ASE levels, similar to the previous two program years. The 2013–14 year is the consecutive fourth year 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.



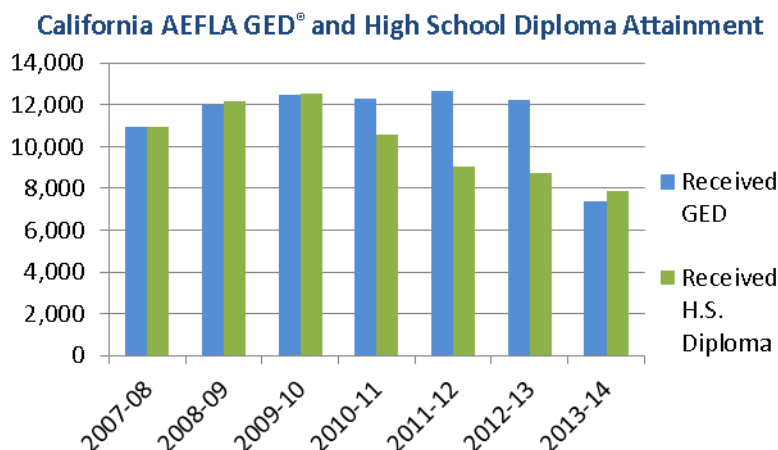
\*No state goal is set for EFL ASE High by OCTAE

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.

**National Reporting System Educational Functioning Levels**

Provider Type	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	194,645	48.9	48.7	45.3	29.5	40.9	48.5	62.2	65.0	61.3	55.3	50.9	26.0
CCDs	60,716	45.6	48.3	37.5	22.0	31.3	36.6	56.7	57.8	55.2	47.2	43.0	19.6
Institutions (Section 225)	39,031	63.7	63.8	57.3	37.7	41.2	56.1	52.2	54.7	57.3	51.2	53.1	51.5
CBOs	6,177	58.3	56.3	52.8	49.2	44.6	67.4	39.3	85.8	74.1	59.6	50.6	19.2
COEs	2,828	32.9	32.7	29.7	27.3	31.4	47.0	66.7	50.0	40.5	40.8	31.3	22.8
Library Literacy	1,785	38.0	46.4	33.3	50.5	0.0	33.3	62.7	59.3	71.8	59.6	67.3	35.0

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 an equivalency certificate from 2007–08 through 2009–10. However, in the past three years, programs have shown mixed results.





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 four program years. In 2012–13, California switched from using a universal survey to a random sample survey. The random sample survey response rate has improved compared to the data reported in 2012–13 for entered and retained employment and for postsecondary education or training, although the response rate is below the NRS requirement of 70 percent. The Student Follow-Up Survey for Entered Employment indicates that 51 percent found employment; for Retained Employment the survey indicates that 89 stayed employed; and for Postsecondary Education or Training 47 percent of learners entered postsecondary education or training.

California measures local performance and pays local providers when students accomplish specific learning gains and attain a high school diploma or High School Equivalency (HSE) certificate. California uses core indicators for its performance-based AEFLA funding. Agencies can earn the payment points for student achievement within the program year in the following areas:

(1) completes an NRS EFL; (2) advances one or more EFLs; and (3) attains a high school diploma or HSE certificate (4) attains outcomes in EL Civics Citizenship Preparation and Civic Participation. 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. Payment points reported to the CDE determine future AEFLA funding to local agencies. Starting in program year 2013–14, agencies are also rewarded when students participating in the random sample surveys achieve outcomes in employment and postsecondary education and training-related core performance follow-up measures. 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 performance as well as to identify agencies that need targeted technical assistance.

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

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

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

**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.



**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) to assist instructors in becoming competent online teachers and mentors for other teachers at their respective agencies. The ten competitively selected participants learned about Moodle (an open source course management system), and implemented a project in collaboration with their administrator and agency. OTAN continued to offer online courses for teachers to use with their adult learners. Courses include EL Civics courses, an advanced ESL writing course, and courses from the National Repository of Online Courses Project including developmental math and basic algebra courses.

Additionally, the OTAN implemented the pilot project Access to Learning through Online Education 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, 2014.

**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 2013–14 AEFLA Survey, more than 90 percent of EL Civics agencies reported enhanced or improved instruction, and 74 percent reported improved teacher and staff collaboration. In 2013–14, the CDE funded 158 agencies to provide EL Civics programs. Of the 122,981 learners eligible for federal reporting, 18,747 were enrolled in Citizenship Preparation and 111,669 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. More than 9,000 learners passed the Government and History for Citizenship Test and 3,146 passed the oral Citizenship Interview Test. The Civic Participation programs use performance-based additional assessments that measure student attainment of civic objectives. More than 70,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them. The EL Civics program 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), 57 percent of agencies responded positively. Agencies

reported specific ways they interacted with their local WIB, and the most frequently cited responses included (1) staff attended WIB meetings (53 percent); (2) the agency has a memorandum of understanding (MOU) with the WIB (48 percent); (3) the agency is represented through a consortium (46 percent); and (4) an administrator served on a local WIB board (35 percent).

**One-Stop Systems:** More than 50 percent of the agencies indicated they collaborated effectively with local One-Stop centers. Agency enrollment size reflected patterns in relationships. More than 90 percent of the large agencies interacted effectively with One-Stop systems, followed by medium-sized (56 percent), and small agencies (45 percent). Approximately 75 percent of agencies reported receiving or providing student referrals, 33 percent indicated they provided classes or training at the One-Stop, and nearly 18 percent stated they had assigned a staff liaison to the One-Stop center. In addition, 24 percent of agencies reported providing testing and assessment services for the One-Stop center; tracking referrals (24 percent); and conducting workshops, conferences, or informational meetings (22 percent).

# Appendices

## Appendix A: Progress Measures

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

The California Department of Education uses National Reporting System (NRS) 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 Comprehensive Adult Student Assessment System (CASAS) assessment instruments used by adult learners in California align with the NRS educational functioning levels 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 NRS system, CASAS raw scores (the number of items correctly answered on a test) convert to scale scores using the 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 NRS test scores to basic skill level descriptions.

Adult learners in California have access to 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 National Skills Level Descriptors

The CASAS National 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 Levels for ESL

NRS EFLs	CASAS Level	CASAS Reading Scale Score Ranges	CASAS Listening Scale Score Ranges
Beginning ESL Literacy	A	180 and below	162–180
Low Beginning ESL	A	181–190	181–189
High Beginning ESL	A	191–200	190–199
Low Intermediate ESL	B	201–210	200–209
High Intermediate ESL	B	211–220	210–218
Advanced ESL	C	221–235	219–227

### Relationship of CASAS levels to NRS Levels for ABE and ASE

NRS EFLs	CASAS Level	CASAS Scale Score Ranges
Beginning ABE Literacy	A	200 and below
Beginning Basic Education	B	201–210
Low Intermediate Basic Education	B	211–220
High Intermediate Basic Education	C	221–235
Low Adult Secondary Education	D	236–245
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.

## 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	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
California	602,837	618,767	434,428	392,918	354,066	302,169	305,182
Other Western Region	187,184	207,700	208,230	193,869	173,724	169,082	157,707
Outlying Region	1,973	2,052	1,472	1,427	1,536	1,318	1,029
Eastern Region	361,305	369,312	336,179	312,962	297,020	281,028	275,330
Midwestern Region	358,679	365,272	361,294	323,313	310,121	304,186	276,966
Southern Region	824,928	837,144	839,626	787,674	682,339	650,322	582,542
AEFLA Enrollment	2,336,906	2,400,247	2,181,229	2,012,163	1,818,806	1,708,105	1,598,756
California AEFLA Enrollment as a Percentage of Total Enrollment	26%	26%	20%	20%	19%	18%	19%

### 2. Level of Education at Enrollment in AEFLA (Page 4)

Highest Degree/Diploma Earned	United States	California
Without High School Diploma/Equivalency	69.1%	66.6%
General Educational Development <sup>®</sup> (GED <sup>®</sup> ) Certificate	1.6%	1.7%
High School Diploma	12.5%	17.2%
Postsecondary Studies	9.2%	13.4%
Missing Data	7.7%	1.1%

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

Employment Status	United States	California
Employed	35%	33%
Unemployed	36%	48%
Not in Labor Force	30%	19%

#### 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	45.2%	19.3%	24.6%	8.6%	0.4%	0.2%	1.7%
Midwestern	27.3%	33.4%	25.7%	9.2%	1.3%	0.1%	3.0%
Southern	34.2%	25.7%	29.6%	3.7%	0.9%	0.2%	5.7%
Western	60.4%	16.0%	6.9%	13.2%	1.5%	0.7%	1.4%
United States	42.5%	23.1%	21.4%	8.3%	1.1%	0.4%	3.3%
California	67.7%	10.2%	6.4%	14.1%	0.3%	0.3%	1.1%

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

Provider Type	Total Agencies	Total Enrollment
Districts with Adult Schools	149	318,386
Community-Based Organizations	21	7,405
Community College Districts	17	89,065
County Offices of Education	5	6,935
Libraries	8	2,851
State Agencies	2	38,363

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

Enrollment	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Total AEFLA	855,021	866,571	696,831	598,486	524,908	493,208	463,005
Adult Basic Education (ABE)	130,710	139,816	110,309	95,793	88,704	95,540	90,370
Adult Secondary Education (ASE)	196,406	207,016	186,009	165,052	149,122	134,021	129,588
English as a Second Language (ESL) and ESL-Citizenship	527,905	519,739	400,513	337,641	287,082	263,647	243,047



## 7. Enrollment by Geographic Region (Page 7)

Geographical Region	2012–13	2013–14
Northcoast	10,930	9,718
Northeastern	2,660	2,240
Capitol	14,095	13,212
Bay Area	48,327	46,956
South Bay	31,442	28,446
Delta Sierra	11,388	11,232
Central Valley	16,186	15,544
Costa del Sur	21,492	19,962
Southern	88,796	82,337
RIMS	35,827	33,381
Los Angeles	177,486	161,614
State Agencies	34,579	38,363

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

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

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

Gender	Percentage
Female	54.7%
Male	45.3%

**9. 2013–14 National Reporting System  
Adult Education and Family Literacy Act  
Enrollment (Page 8)**

Region	ABE/ASE	ESL
California	13.3%	27.1%
Other Western	9.6%	10.3%
Southern	43.3%	27.3%
Midwestern	18.9%	15.2%
Eastern	15.2%	20.1%
Outlying	0.1%	0.0%

**10. 2013–14 Adult Basic and Adult Secondary Education  
Educational Functioning Levels at Program Entry (Page 9)**

ABE and ASE EFLs	Percentage of Learners
ABE Beginning Literacy	5.0%
ABE Beginning Basic	9.5%
ABE Intermediate Low	16.0%
ABE Intermediate High	37.3%
ASE Low	14.3%
ASE High	17.8%

**11. 2013–14 English as a Second Language  
Educational Functioning Levels at Program Entry (Page 9)**

ESL EFLs	Percentage of Learners
ESL Beginning Literacy	3.0%
ESL Low Beginning	5.7%
ESL High Beginning	16.0%
ESL Intermediate Low	28.4%
ESL Intermediate High	23.8%
ESL Advanced	23.0%

**12. California 2013–14 Adult Education and Family Literacy Act  
National Reporting System Overall Performance (Page 9)**

Performance	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Persistence Rate	56.2%	58.3%	69.6%	71.2%	72.6%	71.7%	71.0%
Completion Rate	34.7%	36.0%	43.2%	44.6%	45.1%	43.5%	45.4%
Advanced Level Rate	22.6%	23.9%	27.0%	27.1%	28.1%	24.1%	31.2%

**13. California Adult Education and Family Literacy Act National Reporting System  
Educational Functioning Levels Performance 2013–14 (Page 10)**

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

**14. 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
2013–14	7,412	7,859

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

### Adult Education and Family Literacy Act Funded Agencies by Provider Type over Five-Year Period

Agency Type	2009–10		2010–11		2011–12		2012–13		2013–14	
	N	%	N	%	N	%	N	%	N	%
Adult Schools	173	72.4	168	72.1	162	73.6	154	73.3	149	73.8
Community-Based Organizations (CBOs)	32	13.4	31	13.3	27	12.3	24	11.4	21	10.4
Community College Districts (CCDs)	17	7.1	17	7.3	17	7.7	17	8.1	17	8.4
Library Literacy Programs	9	3.8	9	3.9	7	3.2	8	3.8	8	4.0
County Offices of Education (COE)	6	2.5	6	2.6	5	2.3	5	2.4	5	2.5
State Agencies	2	0.8	2	0.9	2	0.9	2	1.0	2	1.0
<b>Total</b>	<b>239</b>	<b>100</b>	<b>233</b>	<b>100</b>	<b>220</b>	<b>100</b>	<b>210</b>	<b>100</b>	<b>202</b>	<b>100</b>

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, Tehama,
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 2013–14

CDE Geographic Region	Received Funding		Total Enrollment	
	N	%	N	%
Northcoast (1)	10	5.0%	9,718	2.1%
Northeastern (2)	8	4.0%	2,240	0.5%
Capitol (3)	14	6.9%	13,212	2.9%
Bay Area (4)	29	14.4%	46,956	10.1%
South Bay (5)	22	10.9%	28,446	6.1%
Delta Sierra (6)	8	4.0%	11,232	2.4%
Central Valley (7)	7	3.5%	15,544	3.4%
Costa del Sur (8)	14	6.9%	19,962	4.3%
Southern (9)	22	10.9%	82,337	17.8%
RIMS (10)	24	11.9%	33,381	7.2%
Los Angeles (11)	42	20.8%	161,614	34.9%
Multiple Regions (State Agencies)	2	1.0%	38,363	8.3%
	212	100%	463,005	100%

Note: State agencies include CDCR and CDDS.

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

**Adult Education and Family Literacy Act Funded Agencies by the California Department of Education Geographic Regions and Provider Types for 2013–14**

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)	5	1	1	--	2	--
Capitol (3)	10	1	--	1	2	--
Bay Area (4)	19	8	1	--	1	--
South Bay (5)	19	3	--	--	--	--
Delta Sierra (6)	7	1	--	--	--	--
Central Valley (7)	7	--	--	--	--	--
Costa del Sur (8)	10	2	2	--	--	--
Southern (9)	15	1	5	1	--	--
RIMS (10)	19	--	2	2	--	--
Los Angeles (11)	31	3	5	3	--	--
Multiple Regions	--	--	--	--	--	2
<b>Total</b>	<b>149</b>	<b>21</b>	<b>17</b>	<b>8</b>	<b>5</b>	<b>2</b>

**Adult Education and Family Literacy Act Funded Agencies by Size and Geographic Regions for 2013–14**

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	6.8	3	4.2	3	7.7	--	--	--	--	--	--
Northeastern (2)	7	11.9	1	1.4	--	--	--	--	--	--	--	--
Capitol (3)	4	6.8	9	12.5	1	2.6	--	--	--	--	--	--
Bay Area (4)	10	16.9	10	13.9	3	7.7	4	26.7	1	11.1	1	12.5
South Bay (5)	6	10.2	8	11.1	7	17.9	--	0.0	1	11.1	--	--
Delta Sierra (6)	2	3.4	4	5.6	--	--	2	13.3	--	--	--	--
Central Valley (7)	1	1.7	3	4.2	2	5.1	--	--	--	--	1	12.5
Costa del Sur (8)	6	10.2	4	5.6	3	7.7	--	--	1	11.1	--	--
Southern (9)	5	8.5	7	9.7	3	7.7	2	13.3	2	22.2	3	37.5
RIMS (10)	6	10.2	11	15.3	5	12.8	1	6.7	1	11.1	--	--
Los Angeles (11)	8	13.6	11	15.3	12	30.8	6	40.0	3	33.3	2	25.0
Multiple Regions (State Agencies)	--	--	1	1.4	--	--	--	--	--	--	1	12.5
<b>Total</b>	<b>59</b>	<b>100</b>	<b>72</b>	<b>100</b>	<b>39</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>8</b>	<b>100</b>

Note: State agencies include CDCR and CDDS.

**Adult Education and Family Literacy Act Funded Agencies  
by Size and Provider Type for 2013–14**

Enrollment Size	Adult Schools		Community- Based Organizations		Community Colleges		Library Literacy		County Offices of Education		State Agencies		Total Agencies		Total Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
500 or fewer	33	22.1	16	76.2	2	11.8	5	62.5	3	60.0	--		59	29.2	12,407	2.7
501–1,500	58	38.9	5	23.8	4	23.5	3	37.5	1	20.0	1	50.0	72	35.6	69,195	14.9
1,501–3,000	35	23.5	--		4	23.5	--		--		--		39	19.3	84,669	18.3
3,001–5,000	14	9.4	--		1	5.9	--		--		--		15	7.4	54,075	11.7
5,001–8,000	6	4.0	--		2	11.8	--		1	20.0	--		9	4.5	55,508	12.0
Over 8,000	3	2.0	--		4	23.5	--		--		1	50.0	8	4.0	187,151	40.4
<b>Total</b>	<b>149</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>202</b>	<b>100</b>	<b>463,005</b>	<b>100</b>

Note: State agencies include CDCR and CDDS.

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

Provider Type	2009–10		2010–11		2011–12		2012–13		2013–14	
	N	%	N	%	N	%	N	%	N	%
Adult Schools	541,435	77.7	441,992	73.9	377,838	72.0	350,616	71.1	318,386	68.8
CBO	7,068	1.0	8,273	1.4	7,860	1.5	7,080	1.4	7,405	1.6
CCDs	99,587	14.3	99,554	16.6	92,428	17.6	91,056	18.5	89,065	19.2
COEs	6,712	1.0	7,014	1.2	6,659	1.3	7,208	1.5	6,935	1.5
Library Literacy Programs	2,492	0.4	2,773	0.5	2,961	0.6	2,669	0.5	2,851	0.6
State Agencies	39,537	5.7	38,880	6.5	37,162	7.1	34,579	7.0	38,363	8.3
<b>Total</b>	<b>696,831</b>	<b>100</b>	<b>598,486</b>	<b>100</b>	<b>524,908</b>	<b>100</b>	<b>493,208</b>	<b>100</b>	<b>463,005</b>	<b>100</b>

Note: State agencies include CDCR and CDDS.

### Adult Education and Family Literacy Act Funded Agencies Enrollment by Funding

Funding Type	2009–10		2010–11		2011–12		2012–13		2013–14	
	N	%	N	%	N	%	N	%	N	%
Section 231/EL Civics	635,287	91.2	546,175	91.3	474,739	90.4	444,592	90.1	411,816	88.9
Section 225	61,544	8.8	52,311	8.7	50,169	9.6	48,616	9.9	51,189	11.1
<b>Total</b>	<b>696,831</b>	<b>100</b>	<b>598,486</b>	<b>100</b>	<b>524,908</b>	<b>100</b>	<b>493,208</b>	<b>100</b>	<b>463,005</b>	<b>100</b>

\* 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	2008–09		2009–10		2010–11		2011–12		2012–13		2013–14	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	139,816	16.1	110,309	15.8	95,793	16.0	88,704	16.9	95,540	19.4	90,370	19.5
ESL	515,838	59.5	396,676	56.9	334,062	55.8	285,620	54.4	261,097	52.9	240,775	52.0
ESL-Cit	3,901	0.5	3,837	0.6	3,579	0.6	1,462	0.3	2,550	0.5	2,272	0.5
ASE	207,016	23.9	186,009	26.7	165,052	27.6	149,122	28.4	134,021	27.2	129,588	28.0
Total	866,571	100	696,831	100	598,486	100	524,908	100	493,208	100	463,005	100

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

Program Year	231 ABE/ESL/	225 ABE/ESL/ASE	231 ASE	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
2013–14	176,923	37,083	51,953	108,106

\*Includes payment points for completing EFLs, obtaining a high school diploma or equivalency certificate.

## Adult Education Family Literacy Act California Learner Enrollment with National Reporting System Restrictions for 2013–14

	N
Total Workforce Investment Act Learner with Entry Records	463,005
<b>National Reporting System criteria for excluding students from Federal Tables</b>	
Learners < sixteen years old	11,148
Learners with fewer than 12 hours of instruction	92,698
Learners concurrently enrolled in High School/Kindergarten through twelfth grade (K-12)	15,044
Missing gender	100
Missing ethnicity/race	1,713
No accurate pretest	30,262
Work-based project learner	295
Score was too high	6,563
<b>Learners included in NRS Federal Tables</b>	<b>305,182</b>

*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 2013–14

NRS Educational Functioning Level	Instructional Program Areas					
	ABE		ASE		ESL/ESL-Cit	
	N	%	N	%	N	%
ABE Beginning Literacy	5,548	8.6	655	1.1		
ABE Beginning Basic	9,519	14.8	2,282	3.9		
ABE Intermediate Low	13,880	21.6	5,963	10.3		
ABE Intermediate High	25,937	40.3	20,265	35.0		
ASE Low	5,081	7.9	11,733	20.3	842	0.5
ASE High	4,325	6.7	16,996	29.4	754	0.4
ESL Beginning Literacy					5,477	3.0
ESL Low Beginning					10,298	5.6
ESL High Beginning					29,086	15.9
ESL Intermediate Low					51,585	28.2
ESL Intermediate High					43,261	23.6
ESL Advanced					41,695	22.8
<b>Total</b>	<b>64,290</b>	<b>100</b>	<b>57,894</b>	<b>100</b>	<b>182,998</b>	<b>100</b>

### Summary of California Core Performance Results

	2008–09		2009–10		2010–11		2011–12		2012–13		2013–14	
Entering Educational Functioning Level	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	28	30.7	27	31.8	32	44.7	33	47.5	46	55.7	48	58.2
ABE Beginning Basic	43	39.5	41	46.7	41	52.7	48	56.1	54	53.7	57	56.2
ABE Intermediate Low	36	39.4	37	45.5	40	48.8	47	50.7	50	49.0	52	48.7
ABE Intermediate High	29	27.1	26	30.7	28	32.7	32	33.4	34	32.6	34	31.4
ASE Low	22	19.0	19	31.7	20	32.6	33	34.9	34	33.5	36	40.2
ASE High	--	26.9	--	24.3	--	28.3	--	29.5	--	29.1	--	49.4
ESL Beginning Literacy	42	43.0	43	61.6	44	61.6	63	63.8	63	62.3	65	59.2
ESL Beginning (Low 2006–07)	35	34.1	33	62.1	35	63.0	63	65.1	64	64.1	66	63.8
ESL Beginning (High 2006–07)	48	49.3	48	58.2	50	61.0	59	61.4	62	60.3	62	60.4
ESL Intermediate Low	44	45.8	46	51.8	47	53.4	53	53.7	54	52.2	55	53.3
ESL Intermediate High	43	43.1	43	47.4	44	48.2	48	49.5	49	47.6	51	48.7
ESL Advanced Low	22	20.5	21	22.4	21	22.6	23	23.1	24	23.2	24	24.2
<b>Core Follow-Up Outcome Measures*</b>												
	%	%	%	%	%	%	%	%	%	%	%	%
GED®/HS Completion	35	39.2	38	38.8	40	41.2	40	42.0	42	52.2	43	57.3
Entered Employment	53	53.4	59	44.0	59	44.6	45	47.3	45	44.9	48	51.1
Retained Employment	91	92.0	95	90.8	95	93.1	95	94.3	60	96.5	95	88.5
Entered Postsecondary Education	60	41.7	44	43.1	44	46.6	44	40.8	45	42.1	42	46.7

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

Scale Scores	CASAS Level	Descriptors
250	<b>E</b>	<b>Advanced Adult Secondary (Scale Score 246+)</b> 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		
240	<b>D</b>	<b>Adult Secondary (Scale Score 236–245)</b> 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.
235		
230	<b>C</b>	<b>Advanced Basic Skills (Scale Score 221–235)</b> 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.
225		
220		
215		
210	<b>B</b>	<b>Intermediate Basic Skills (Scale Score 211–220)</b> 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.
205		<b>Beginning Basic Skills (Scale Score 201–210)</b> 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.
200		
190	<b>A</b>	<b>Beginning Literacy/Pre-Beginning (Scale Score 150–200)</b> 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.
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	<b>E</b>	<b>Proficient Skills (Scale Score 246+)</b> 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	<b>D</b>	<b>Adult Secondary (Scale Score 236–245)</b> 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	<b>C</b>	<b>Advanced ESL (Scale Score 221–235)</b> 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>B</b>	<b>High Intermediate ESL (Scale Score 211–220)</b> 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.  <b>Low Intermediate ESL (Scale Score 201–210)</b> 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	<b>A</b>	<b>High Beginning ESL (Scale Score 191–200)</b> 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.  <b>Low Beginning ESL (Scale Score 181–190)</b> 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.  <b>Beginning Literacy/Pre-Beginning ESL (Scale Score 150–180)</b> 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