California Adult Education
California Annual Performance Report

**Federally Funded
Workforce Investment Act Title II Programs
Program Year 2012
July 1, 2011 to June 30, 2012**

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Contents

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

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AIR	American Institutes for Research
ALOE	Access to Learning through Online Education
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CCAE	California Council for Adult Education
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
COP	Community of Practice
CWIB	California Workforce Investment Board
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Educational Development
IET	Integrated Education and Training
MOU	Memorandum of Understanding
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
OVAE	Office of Vocational and Adult Education
P2P	Policy to Performance Initiative
PD	Professional Development
PLC	Professional Learning Communities
PPIC	Public Policy Institute of California
STAR	Student Achievement in Reading
TEAL	Teaching Excellence in Adult Literacy
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
TTA	Targeted Technical Assistance
ED	United States Department of Education
WIA, Title II	Workforce Investment Act, Title II
WIB	Workforce Investment Board
WSCS	Workforce Skills Certification System

California Annual Performance Report 2011–12

This report is California's response to the four questions that the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II and Adult Education and Family Literacy Act (AEFLA).

The Impact of WIA, Title II

The California Department of Education (CDE) Adult Education WIA, Title II federally funded programs provide lifelong educational opportunities and support services to *one-fifth of the nation's adults enrolled in WIA, Title II programs.* These programs address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic conditions and become positive contributors to the economy and to their families and communities. California adult education programs help learners to (a) gain employment or better their current employment; (b) obtain a high school diploma or General Educational Development (GED®) certificate; (c) attain skills necessary to enter postsecondary education and training; (d) exit public welfare and become self-sufficient; (e) learn to speak, read, and write the English language; (f) master basic academic skills to help their children succeed in school; (g) become U.S. citizens and participate in a democratic society; and (h) gain self-efficacy, personal confidence, and a sense of personal and civic responsibility.

The CDE is committed to maintaining and developing the adult education system that provides Californians with the necessary resources and tools to improve literacy and workforce skills. The accomplishments of adult education students in California are showcased on the California Adult Education Students Succeed Web site at: http://www.adultedlearners.org.

Addressing California's Literacy Needs and Challenges

- **In California, 19.1 percent of adults 18 years and older (more than 5 million adults) do not have a high school diploma.** Many students with a high school diploma or GED® certificate will require some remedial coursework to even apply to college. The high school dropout rate for 2011 is 18 percent, according to the CDE. There are also significant achievement gaps among student subgroups.

- **California is home to the most diverse population in the nation.** More than **3 million** adults 18-64 years old **speak English "less than well."** Approximately 14.6 million (43 percent) of California residents speak a language other than English, compared to an average of 20.8 percent nationwide. One-fourth of the national non-English-speaking population lives in California. More than 27 percent of the total population in California is foreign born, compared to 12.7 percent nationally. 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.

- **More than 1.6 million California residents of labor force age are unemployed.** The need for workplace readiness is significant. Employers report that in addition to basic reading, writing, and computation skills, many job candidates lack job-readiness skills. This is in addition to the communication and critical thinking skills that are increasingly required in the workplace.

- **The Skills Gap** projection of the state's economy show that it is continuing along a trajectory of steadily increasing demand for a highly educated workforce. However, the state is unlikely to meet this demand.

The above statistics are published in the U.S. Census, 2006-2010 American Community Survey 5-Year Estimates.

Under the current California budget crisis, funding for the local adult schools has shifted to the local school district, and the overall education budget for the state system has been reduced significantly. This has created unprecedented pressures on the adult education system. At a time of increasing global competition, the implications of a decline in adult education funding will be serious, both for the state's economic future and for the economic well-being of its residents.

QUESTION 1: STATE LEADERSHIP PROJECTS – ACTIVITIES, PROGRAMS, AND PROJECTS SUPPORTED WITH STATE LEADERSHIP FUNDS

The CDE Adult Education Office (AEO) contracts with three agencies to provide state leadership activities: (1) California Adult Literacy Professional Development Project (**CALPRO**); (2) Comprehensive Adult Student Assessment Systems (**CASAS**); and (3) Outreach and Technical Assistance Network (**OTAN**). These projects facilitate a collaborative approach in addressing the 11 activities set forth in the California State Plan and in the WIA, Title II legislation under Section 223 for adult education and literacy activities. Leadership Project activities relate to each of three high-priority state plan goals: (a) Establish and implement professional development (PD) programs to improve the quality of instructional programs; (b) Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; (c) Provide technical assistance to eligible providers of adult education and literacy activities. The goal of these collaborative efforts is to maximize resources and provide support to WIA, Title II-funded adult education providers.

Policy to Performance Initiative (P2P): The CDE AEO provided small grants to ten pilot projects to participate in the P2P initiative during 2011–12. The pilot projects focused on a selected population of Adult Secondary Education (ASE) students who expressed interest in transitioning to postsecondary education. Through data collection, the ten pilots reported to the AEO essential results ranging from program successes and challenges to resources needed to sustain the transition to post-secondary education program. The ten pilots will serve as model programs for the establishment of statewide educational policy regarding services for transitioning students to postsecondary education.

National Career Awareness Project: This California project has ended. The pilot projects focus on integrating a given NCAP curricula for English as a Second Language (ESL), Adult Basic Education (ABE) and ASE students. The initiative provided support to teachers at five sites in the use of a tool to embed career exploration within instruction. Information about NCAP and the curriculum guide is available at http://www.collegetransition.org/docs/ICAcurriculumguide.pdf.

Teaching Excellence in Adult Literacy (TEAL): This was a two year project sponsored by OVAE and delivered through American Institutes for Research (AIR). TEAL, like the project Student Achievement in Reading (STAR), focused on evidence-based instructional practices, but dealt with writing. The state lead, an Adult Education Office 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 May of 2012, the California TEAL team, joined by members of the AIR TEAL leadership team, provided professional development for teachers attending the annual statewide California Council for Adult Education (CCAE) conference in Fresno. A professional development module focused on TEAL writing practices is currently in development for a planned 2013 pilot rollout.

Transitions to Postsecondary and Workforce: Statewide priorities include a focus on transitions to the workforce and postsecondary training. California is facing a serious shortfall in its supply of college-educated workers. The 2025 report of the Public Policy Institute of California (PPIC) highlighted a potential mismatch between the level of education that the future population is likely to possess and the level of education that will be demanded by the future economy. CALPRO offered its new *Postsecondary Transitions* training in which agency teams plan to establish or expand bridging or articulation programs based on best practice and collaborative approaches. This training is provided in two formats—as a regional Communities of Practice (CoP) and as a new series of two online courses. Forty-four educators completed the regional CoP training. The online training served 37 educators from 12 agencies. Also, CALPRO delivered training on Integrated and Contextualized Workforce Skills for Adult Education Classrooms. This included 6 online trainings serving 67 educators; 13 face-to-face workshops serving 46 ASE educators and 121 ESL educators; and one regional CoP, using a blended method of delivery and serving 19 ESL instructors. Lastly, CALPRO developed and piloted a CoP training on Integrated Education and Training (IET), delivered a Training of Trainers Institute on IET to build capacity, and wrote a research brief describing models for implementing IET.

Administrator's 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. Examples of some topics discussed in this year's forum presented by CALPRO were Implementing Program Changes to Meet Adult Learner Needs for the 21st Century Workforce, Implementing Professional Learning Communities: An Administrative Perspective, Financial Aid Accreditation and the Council of Occupational Education Process and Taking on Learner Persistence with a Student-Centered Approach – The Story of Two Agencies. The Webinar series was attended by 129 adult education leaders.

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 to assist instructors in becoming competent and creative online teachers. In addition to learning the basics of creating and teaching a quality online course, the 12 competitively selected participants learned about Moodle (an open source course management system), and all participants implemented a project in collaboration with their administrator and agency.

Additionally, OTAN initiated the pilot project Access to Learning through Online Education (ALOE) to increase the quantity, quality and effectiveness of online instruction for adult learners and to leverage online curriculum materials and PD opportunities offered by OTAN. A total of $180,000 was available for projects operating between February 1, 2012, and May 31, 2013, and OTAN was able to fund ten WIA, Title II agencies.

Promising Practices and Making a Difference Awards: This project, managed by CASAS, recognizes adult education providers in California that have implemented strategies and practices to help students attain their goals in ABE, ASE, ESL and EL Civics programs. These practices must 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 2011- 12, the CDE made awards to 14 programs. Program accomplishments are showcased on the CASAS Web site.

Focus on Technology: The CDE and the leadership projects are using technology to provide more just-in-time, cost-effective trainings and support to the adult education providers.

Web-Based Trainings – Provided more online, Web-based facilitated and self-paced online trainings to reach larger audiences in a cost-effective manner.

CASAS *e*Tests – More than 150 WIA, Title II agencies have implemented CASAS *e*Tests including 37 agencies that are testing online. Key advantages of computerized testing include placing students into programs quickly and accurately, generating test results and instructional reports immediately, and eliminating hand scoring or scanning, and tracking student progress from placement to pretest, post-test, and program exit.

CASAS Data Portal – Provides an online tool that presents California adult learner data at the state and local agency level. Agencies can compare local performance with state goals, other local agencies, counties, regions, and provider types. This is also used to monitor the National Reporting System (NRS) performance.

CALPRO Technology-based PD Delivery -– A total of 857 educators attended 43 online trainings, which spanned facilitated, asynchronous courses, workshops and Webinars in real time and self-directed courses. Additionally, CALPRO served 437 educators through its electronic Community of Practice, three companion Virtual Workrooms, and two competency-based self-assessments. The latter provide individuals with annual PD plans that recommend specific resources based on the results of their self-assessments.

OTAN Technology Integration Mentor Academy (TIMAC) - OTAN brought 14 participating agencies together for several days of training in Sacramento and provided mentors to increase the effective use of technology in the classrooms. Projects included using social media to increase student participation, increasing sharing of instructional materials, and training teachers to use presentation tools such interactive whiteboards and document cameras, among others.

Technology Integration Videos - Videos were produced on ways social media can be used in adult education to promote programs, extend learning outside the classroom, and share employment opportunities and job related experiences and tips. Videos are posted on the OTAN Web site.

Teaching with Technology - OTAN created a new service where teachers can search for ideas for teaching with technology. Adult education teachers submitted and reviewed ideas for integrating technology into classroom lessons. Teachers selected and categorized them by program area, topic, instructional competencies, standards, and key words. They also provided examples and teaching tips for using the resource.

The Leadership Projects provided professional development opportunities to funded agencies throughout California via in-person regional workshops and networking meetings, Webcasts, conference presentations, video-based workshops and training sessions, online courses, and electronic downloads. Examples of successful activities conducted by leadership projects follow.

- Registered more than 3,000 participants online for 31 statewide in-person and 148 online trainings sessions that addressed accountability, NRS Performance, assessment, database management and reporting, and data submission. Facilitated regional network meetings that addressed professional development opportunities, state and federal

updates related to accountability and the use of data to inform instruction and improve programs.
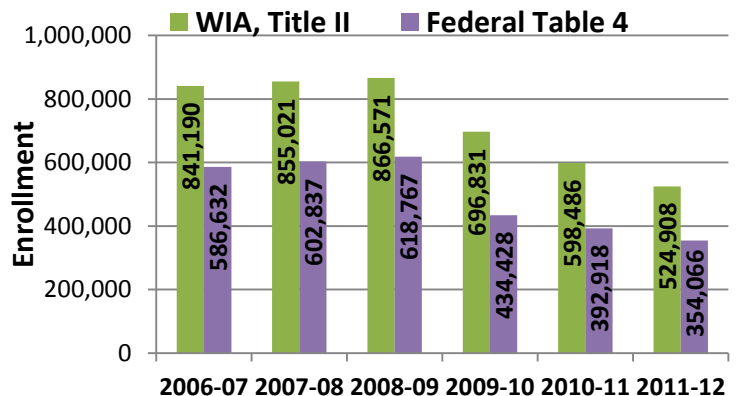
- Provided targeted technical assistance (TTA) to 27 agencies to improve program, data quality, and NRS performance on persistence, educational functioning levels (EFLs), and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining GED® certificates or high school diplomas. A significant number of agencies that received TTA have shown measurable improvement. Also, the updated Tracking of Programs and Students (TOPSpro™) student level data collection, management, and reporting system enhances data integrity processes as well as audit and monitoring reports. The transition to the new TOPSpro™ enterprise in 2012 will expand these applications even further.

- Provided a New Administrators Orientation and an Adult Education Leadership Institute for new adult education administrators. Together the institutes served 41 new adult education leaders.

- Offered the sixth year of the Professional Learning Communities (PLC) Institute. Eight agency teams participated in this year-long institute to learn about the research, policy, and practices associated with implementing a PLC at their agency.

- Provided workshops on technology topics and distance learning: 721 participants attended 68 online, and 407 participants attended 30 hands-on workshops. One hundred fifty-six agencies developed and submitted technology plans.

- Provided just-in-time technology support services to instructors and administrators including peer mentoring, distance learning program design and delivery, data collection and reporting, and hands-on training to integrate technology into instruction. Hosted online e-mail lists for adult education work groups. Local providers posed questions and shared information on effective practices for program improvement.

QUESTION 2: CORE INDICATORS OF PERFORMANCE – SIGNIFICANT FINDINGS AT THE STATE LEVEL

California is the largest adult education provider in the United States. The state served approximately *one-fifth of the nation's adults* enrolled in WIA, Title II programs in the 2010–11 program year. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprises 63.8 percent of California's WIA, Title II programs and 31 percent of the nation's ESL program. California also serves a significant number of learners in ABE and ASE programs (11 percent of total learners enrolled nationwide) according to the 2010–11 data posted on the NRS Web site.

Enrollment 2011–12

In 2011–12, **235** local agencies served **524,908** learners in the WIA, Title II AEFLA programs. Of those learners **354,066 (67.5 percent)** qualified for NRS federal reporting. The *California budget crisis* that resulted in the significant reduction of the state's education funding and shifting of the adult school funding decisions to the local school district has created

Enrollment

	WIA, Title II	Federal Table 4
2006-07	841,190	586,632
2007-08	855,021	602,837
2008-09	866,571	618,767
2009-10	696,831	434,428
2010-11	598,486	392,918
2011-12	524,908	354,066

unprecedented pressures on the adult school system. With a reduced funding base from the state, California's WIA, Title II programs have seen a *significant decline in enrollment* over the last three program years—*(19.6 percent) in the 2009–10, (14.1 percent) in the 2010–11, and (12.3 percent) in the 2011–12 program year.* Enrollment in all three WIA, Title II program areas—ABE, ESL, and ASE—saw significant declines.

Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (65.2 percent) and Asian (14.2 percent). Adult learners are more likely to be female (54.6 percent), and adult learners between the ages of twenty-five to forty-four (47.6 percent) comprise the largest age group.

Demographics

Race and Ethnicity	
Two or More Races	0.8%
White	10.5%
Native Hawaiian or Pacific Islander	1.0%
Hispanic or Latino	65.2%
Black or African American	6.6%
Asian	14.2%
American Indian/Alaskan Native	1.8%

Age Group	
60 and Older	6.3%
45-59	19.9%
25-44	47.6%
19-24	20.0%
16-18	6.2%

Gender	
Female	54.6%
Male	45.4%
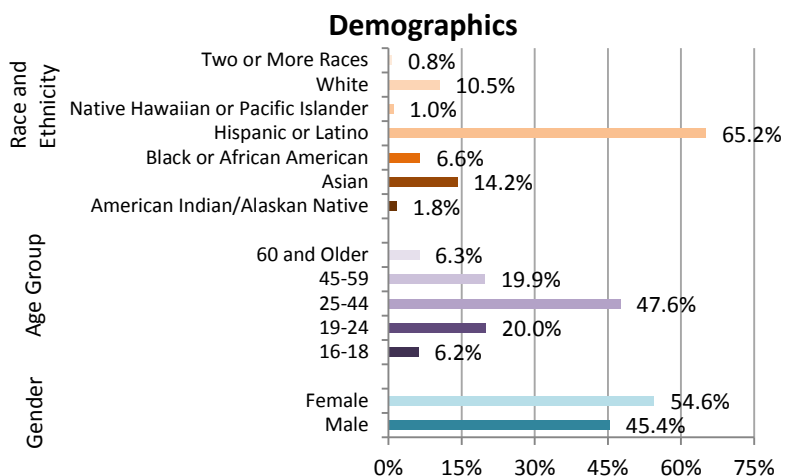
California adult education providers include 161 adult schools, 27 community-based organizations (CBOs), 17 community college districts (CCD), 5 county offices of education (COE), 7 library literacy programs, and 18 local and state agencies serving institutionalized adults. Adult schools comprise the majority of WIA, Title II agencies and enroll 70.6 percent of total learners served by California. Adult schools saw a significant drop in enrollment (14.8 percent). Jail programs, CCDs, COEs, and CBOs all saw a decrease in enrollment by 4 to 7 percent.

WIA, Title II Provider

- Adult Schools — 161
- CBOs — 27
- CCDs — 17
- COE — 5
- Libraries — 7
- Institutions (Section 225) — 18

NRS Performance

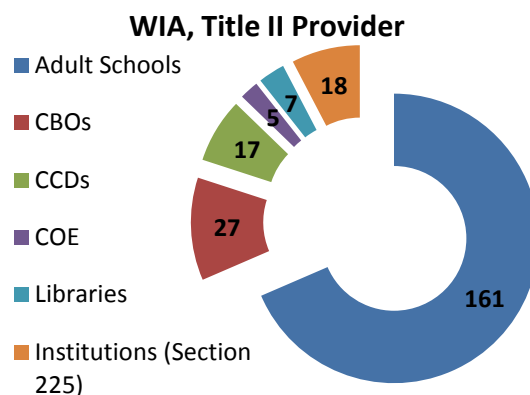The NRS data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. In 2011–12 the California WIA, Title II agencies exceeded all negotiated NRS state goals. The completion rate for all EFLs improved in 2011–12 compared to 2010–11. Of the 354,066 learners who qualified for NRS federal reporting, 159,760 (45.1 percent) completed an EFL, and 99,523 (28.1 percent) advanced one or more EFLs. More than 62 percent of the learners who persisted completed an EFL.

Program Year 2011-12

California State Goals / California State Performance

	California State Goals	California State Performance
ABE Beg Lit	33.0%	47.5%
ABE Beg Basic	48.0%	56.1%
ABE Int Low	47.0%	50.7%
ABE Int High	32.0%	33.4%
ASE Low	33.0%	34.9%
ASE High*		29.5%
ESL Beg Lit	63.0%	63.8%
ESL Low Beg	63.0%	65.1%
ESL High Beg	59.0%	61.4%
ESL Int Low	53.0%	53.7%
ESL Int High	48.0%	49.5%
ESL Advanced	23.0%	23.1%
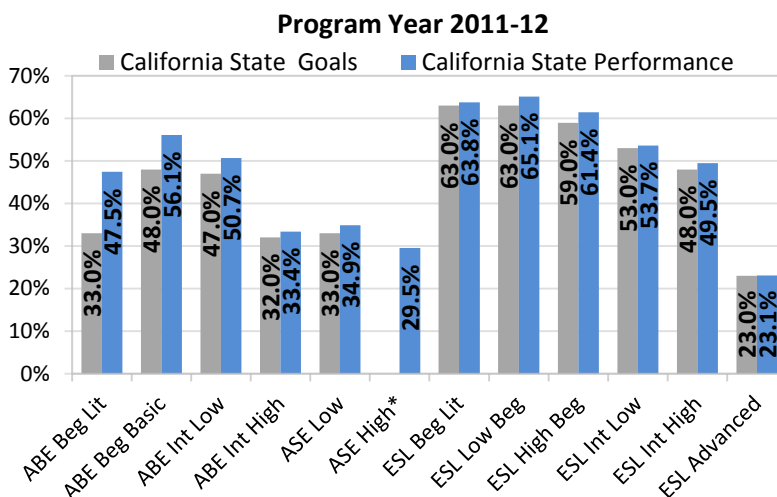
compared to 2010–11. California achieved a total persistence rate of 72.6 percent, exceeding the state goal of 50 percent.

California has steadily improved its performance on persistence, EFL completion, and advancing one or more levels over the past seven years. The 345,066 WIA, Title II learners who qualified for NRS federal reporting averaged 191 hours of instruction compared to 187 hours in 2010–11. The 256,902 learners who persisted in the program and took pre- and post-tests clocked slightly more than 237 hours of instruction. The state budget reduction has continued to force local providers to cut costs and offer smaller programs. California measures and pays local providers when students accomplish specific learning gains and attain a high school diploma or GED. California uses three core indicators of performance for benchmarks as the basis of federal funding. Agencies can earn up to three benchmark payments per learner within the annual grant period. These three pay-points result when a learner (1) makes a significant learning gain;[1] (2) completes two instructional levels; and (3) receives a GED® test credential or attains a high school diploma.
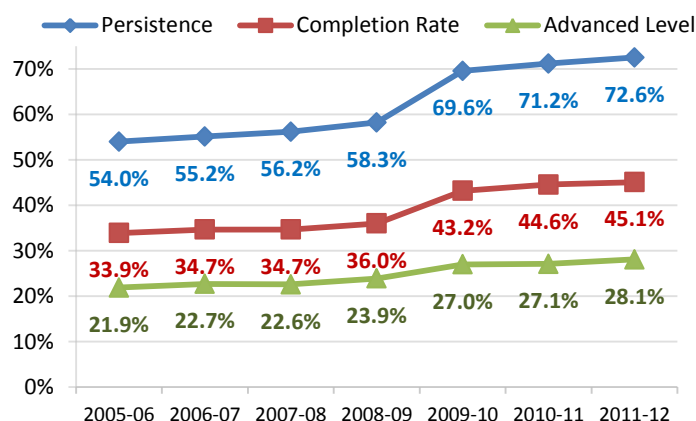
California shows a steady increase in the number of learners who obtained a GED® test credential or secondary school diploma from 2006-07 to 2009-10. In 2010-11 and 2011-12, programs show a decrease in high school diploma and GED® test credential recipients. This decrease may be attributed to an overall significant decrease in student enrollment. California also improved the response rate of surveys used for the core follow-up measures of entering employment, retaining employment, and entering postsecondary education.
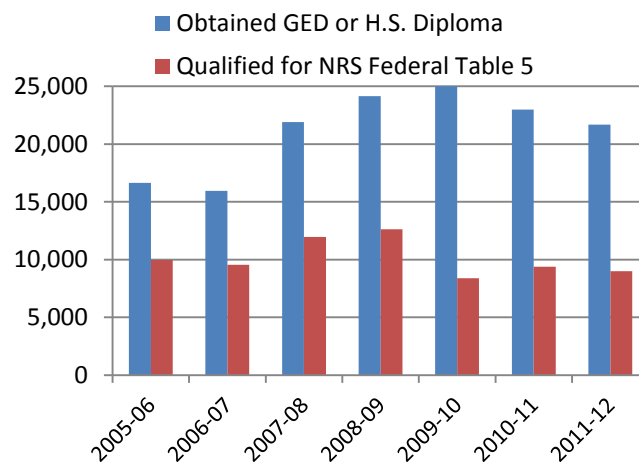
California has made data quality a top priority. The CDE provides online and regional training as well as individualized targeted technical assistance to increase understanding of accountability requirements and to improve data collection. Agencies submit data to CDE on a quarterly basis, permitting continual analysis and early identification of incomplete or inaccurate data. At the end of the program year, the statewide NRS EFL completion goals and performance are compared with agency-level performance. The longitudinal data are analyzed to track improvement in persistence and performance. The CDE staff, together with CASAS program specialists, provide targeted technical assistance to low performing agencies and agencies with newly appointed program administration teams.

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[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 Workforce Investment Board (CWIB) Five-Year Plan: The CDE is participating on the State Working Group in the development and implementation of a 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 strategic plan—*Linking Adults to Opportunity*—align with the proposed collaborations outlined in the CWIB plan.

Local Workforce Investment Boards (WIB): When asked about involvement with their local WIB, 51.5 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 (50 percent); (2) agency has a memorandum of understanding (MOU) with the WIB (42.5 percent); (3) an administrator served on a local WIB board (25.8 percent); and/or (4) the agency is represented through a consortium (24.2 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 (75.1 percent), followed by medium-sized (67.1percent), and small agencies (48.8 percent). A majority (81.3 percent) of agencies reported receiving or providing student referrals, 42.4 percent indicated they provided classes or training for their local One-Stop system, and 40.3 percent stated they had assigned a staff liaison to the One-Stop system. In addition, 39.6 percent of agencies reported interaction with One-Stop systems by tracking referrals to and from the One-Stop Center.

Workforce Skills Certification: Fourteen local sites continue to pilot a workforce skills program. Learners enrolled in vocationally focused ABE and ESL programs are administered CASAS assessments that measure readiness for work and applied reading, math, problem solving, and critical thinking. Learners are also assessed on employer-defined soft skills, including personal behavior and customer service skills. Learners are able to receive a Workforce Skills Profile that outlines their workplace-related skills and can be used by potential employees and job training programs to evaluate candidates. Learners are also able to receive the Workforce Skills Certificate, as a culmination of their participation in this program. Adult education programs provide instruction and support needed and, based on the profile, work with local One Stops and employers to link participants to available jobs matching their skills profile.

Points of Entry (POE): 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 Office of Education (CCCOE) Parolee Education Program, a computerized literacy center with 21 locations, introduced training for parolees as well as teachers to promote behavioral change interventions. The program also promoted more soft skills development. Elk Grove Adult and Community Education (EGACE) established a referral system between the program at Rio Cosumnes Correctional Center and EGACE's non-correctional Adult Education Program, as well as the local community college system and the local Sacramento Work Career Centers. From the point of enrollment in POE, a transitional specialist and job developer share the development of an education and career portfolio for each POE participant. Both CCCOE and EGACE are trying to sustain the POE activities, although the funding stream has ended.

EL Civics continues to have a positive impact on the delivery of English language instruction in California. In the 2011–12 WIA, Title II survey, 88 percent of El Civics agencies reported enhanced or improved instruction, 75.6 percent reported improved teacher and staff collaboration, and 67 percent reported increased student attendance and participation. Beginning in 2003 the CDE and the three State Leadership Projects supported the EL Civics program through:

- Development and maintenance of an EL Civics Web site that provides a single online location for all California EL Civics information. Agencies have immediate access to EL Civics online resources, including an alignment of CASAS QuickSearch Online information to EL Civics objectives and a database of pre-approved Civic Participation objectives. The Web site facilitates and streamlines communication among funded agencies, the CDE consultants, and the CASAS program specialists.

- Training and technical assistance for all aspects of implementing the EL Civics program. CASAS EL Civics program specialists work closely with CDE adult education regional consultants to provide comprehensive professional development and capacity-building technical assistance for accountability, program implementation, and continual program improvement. Program staff can attend regional training workshops and network meetings, access Web-based trainings, and use online training modules.

In 2011–12, the CDE funded 157 agencies to provide EL Civics educational services to adult learners. Enrollment in El Civics programs also dropped significantly in the last two program years. Of the 125,576 learners, 16,485 were enrolled in Citizenship Preparation and 114,668 were enrolled in Civic Participation. More than 8,000 (8,362) learners passed the CASAS Government and History for Citizenship test, and 2,339 passed the oral CASAS Citizenship Interview Test.

Civic Participation programs assess students through use of 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. Agencies may select from a list of 48 pre-approved civic objectives or may develop their own. Civic objectives used in Civic Participation programs must meet the following criteria:

- Integrate English language and literacy instruction into civics education.
- Focus on helping students to understand the government and history of the United States; the rights and responsibilities of citizenship; and participate effectively in the education, employment, and civic opportunities this country has to offer.
- Integrate active participation of the learners in community activities.

The EL Civics "Making a Difference in the Community" award honors WIA, Title II agencies that have implemented innovative activities that carry EL Civics lessons from the classroom and into the community. The accomplishments are showcased on the CASAS Web site (outside source).

APPENDIXES

APPENDIX A
Data Tables for Workforce Investment Act, Title II Funded Agencies

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

Provider Type	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Adult School	173	65	174	66.4	172	67.2	167	66.8	161	68.6
Community College	17	6.4	17	6.5	17	6.6	17	6.8	17	7.2
Community-Based Organization	38	14.3	34	13	32	12.5	31	12.4	27	11.0
Library	10	3.8	9	3.4	9	3.5	9	3.6	7	3.4
State Agency	3	1.1	3	1.1	3	1.2	3	1.2	3	1.3
Jail Programs*	18	6.8	18	6.9	17	6.6	17	6.8	15	6.4
County Office of Education	7	2.6	7	2.7	6	2.3	6	2.4	5	2.1
Total	266	100.0	262	100.0	256	100.0	250	100.0	235	100.0

CASAS 2012

Learners Qualified for NRS Federal Reporting

Provider Type	2007-08		2008-09		2009-10		2010-11		2011-12	
	N	%	N	%	N	%	N	%	N	%
Adult School	446,795	74.1	459,689	74.3	314,606	72.4	277,023	70.5	242,565	68.5
Community College	70,357	11.7	72,979	11.8	66,402	15.3	65,267	16.6	60,988	17.2
Community-Based Organization	6,565	1.1	6,500	1.1	5,915	1.4	7,213	1.8	6,450	1.8
Library	1,637	0.3	1,528	0.2	1,895	0.4	2,097	0.5	2,217	0.6
State Agency	58,764	9.7	59,583	9.6	31,243	7.2	31,715	8.1	32,616	9.2
Jail Programs*	14,128	2.3	14,287	2.3	10,724	2.5	6,143	1.6	6,146	1.7
County Office of Education	4,591	0.8	4,201	0.7	3,643	0.8	3,460	0.9	3,084	0.9
Total	602,837	100	618,767	100	434,428	100	392,918	100	354,066	100

CASAS 2011

*Includes section 225 funded programs at Stanislaus Literacy Center & Tri-Valley Regional Occupation Program

Summary of California Core Performance Results

Entering Educational Functioning Level	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	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	26	27.3	25	26.4	28	30.7	27	31.8	32	44.7	33	47.5
ABE Beginning Basic	44	40	43	39	43	39.5	41	46.7	41	52.7	48	56.1
ABE Intermediate Low	38	34.1	36	35.3	36	39.4	37	45.5	40	48.8	47	50.7
ABE Intermediate High	31	25.8	31	25.6	29	27.1	26	30.7	28	32.7	32	33.4
ASE Low	26	15.4	25	16.9	22	19	19	31.7	20	32.6	33	34.9
ASE High	27	25.2	--	25.2	--	26.9	--	24.3	--	28.3	--	29.5
ESL Beginning Literacy	40	41	41	41.6	42	43	43	61.6	44	61.6	63	63.8
ESL Beginning (Low 2006-07)	34	29.7	35	31.1	35	34.1	33	62.1	35	63.0	63	65.1
ESL Beginning (High 2006-07)	34	47.3	36	47.2	48	49.3	48	58.2	50	61.0	59	61.4
ESL Intermediate Low	44	43.5	44	44.2	44	45.8	46	51.8	47	53.4	53	53.7
ESL Intermediate High	44	42	44	41.6	43	43.1	43	47.4	44	48.2	48	49.5
ESL Advanced Low	23	19.1	23	19.8	22	20.5	21	22.4	21	22.6	23	23.1

Core Follow-Up Outcome Measures*

	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	30	32.4	30	36.0	35	39.2	38	38.8	40	41.2	40	42.0
Entered Employment	56	52.7	53	56.9	53	53.4	59	44.0	59	44.6	45	47.3
Retained Employment	88	92.0	91	92.9	91	92.0	95	90.8	95	93.1	95	94.3
Entered Postsecondary Education	58	47.8	57	42.4	60	41.7	44	43.1	44	46.6	44	40.8

Federal Tables

Federal Table 1:   Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Federal Table 2:   Participants by Age, Ethnicity, and Sex

Federal Table 3:   Participants by Program Type and Age

Federal Table 4:   Educational Gains and Attendance by Educational Functioning Level

Federal Table 4b: Educational Gains and Attendance for Pre- and Post-Tested Participants

Federal Table 4c: Educational Gains and Attendance for Participants in Distance Education

Federal Table 5:   Core Follow-up Outcome Achievement

Federal Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education

Federal Table 6:   Participant Status and Program Enrollment

Federal Table 7:   Adult Education Personnel by Function and Job Status

Federal Table 10:   Outcomes for Adults in Correctional Education Programs

Federal Table 14:   Local Grantees by Funding Source

Participants by Entering Educational Functioning Level, Ethnicity and Sex

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Beginning Literacy	75	29	158	119	1,415	405	2,985	991	94	36	1,512	684	98	42	8,643
ABE Beginning Basic Education	134	80	252	183	2,123	873	4,821	2,412	159	94	1,228	562	96	77	13,094
ABE Intermediate Low	237	202	377	398	2,996	1,453	6,975	5,301	285	177	1,765	1,132	173	120	21,591
ABE Intermediate High	593	479	1,101	1,151	5,281	2,645	17,540	14,021	698	486	4,972	2,947	390	259	52,563
ABE Subtotal	**1,039**	**790**	**1,888**	**1,851**	**11,815**	**5,376**	**32,321**	**22,725**	**1,236**	**793**	**9,477**	**5,325**	**757**	**498**	**95,891**
ASE Low	237	190	437	439	1,550	869	6,711	5,788	279	198	2,437	1,479	167	129	20,910
ASE High	144	82	193	179	739	382	3,588	2,594	156	88	1,917	1,092	128	74	11,356
ASE Subtotal	**381**	**272**	**630**	**618**	**2,289**	**1,251**	**10,299**	**8,382**	**435**	**286**	**4,354**	**2,571**	**295**	**203**	**32,266**
ESL Beginning Literacy	75	136	910	1,708	47	111	1,481	2,456	12	9	194	384	11	18	7,552
ESL Low Beginning	133	165	1,310	2,358	64	147	3,537	5,729	18	26	369	569	12	37	14,474
ESL High Beginning	317	323	2,589	4,843	178	317	10,246	16,277	41	56	965	1,452	66	110	37,780
ESL Intermediate Low	511	568	3,598	7,772	260	408	18,060	29,402	88	115	1,559	2,588	101	192	65,222
ESL Intermediate High	422	400	2,925	6,623	224	337	13,376	22,375	97	140	1,274	2,338	97	156	50,784
ESL Advanced	350	347	3,099	7,406	189	227	13,394	20,748	113	156	1,275	2,549	76	168	50,097
ESL Subtotal	**1,808**	**1,939**	**14,431**	**30,710**	**962**	**1,547**	**60,094**	**96,987**	**369**	**502**	**5,636**	**9,880**	**363**	**681**	**225,909**
Total	**3,228**	**3,001**	**16,949**	**33,179**	**15,066**	**8,174**	**102,714**	**128,094**	**2,040**	**1,581**	**19,467**	**17,776**	**1,415**	**1,382**	**354,066**

Participants by Age, Ethnicity and Sex

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(P)	(Q)
16-18	228	168	765	588	1,287	839	8,095	6,142	332	174	1,766	1,202	167	137	**21,890**
19-24	920	550	3,039	3,458	3,904	2,447	26,523	20,489	699	441	4,233	3,534	362	289	**70,888**
25-44	1,545	1,607	5,828	14,482	6,216	3,279	50,308	68,106	672	565	7,913	7,089	517	516	**168,643**
45-59	432	551	4,135	9,544	3,203	1,393	14,510	27,517	254	310	4,002	3,888	263	289	**70,291**
60 and Older	103	125	3,182	5,107	456	216	3,278	5,840	83	91	1,553	2,063	106	151	**22,354**
Total	**3,228**	**3,001**	**16,949**	**33,179**	**15,066**	**8,174**	**102,714**	**128,094**	**2,040**	**1,581**	**19,467**	**17,776**	**1,415**	**1,382**	**354,066**

Participants by Program Type and Age

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	12,694	29,928	36,957	14,070	2,242	**95,891**
Adult Secondary Education	4,729	11,909	12,364	2,952	312	**32,266**
English-as-a-Second Language	4,467	29,051	119,322	53,269	19,800	**225,909**
Total	**21,890**	**70,888**	**168,643**	**70,291**	**22,354**	**354,066**

Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(D)	(F)	(G)	(H)
ABE Beginning Literacy	8,643	2,734,775	4,102	3,088	1,009	3,532	47.5%
ABE Beginning Basic Education	13,094	2,173,566	7,348	5,280	2,053	3,693	56.1%
ABE Intermediate Low	21,591	3,474,817	10,943	7,077	3,952	6,696	50.7%
ABE Intermediate High	52,563	7,748,359	17,564	9,669	11,954	23,045	33.4%
ASE Low	20,910	2,932,213	7,303	3,278	5,486	8,121	34.9%
ASE High	11,356	1,474,117	3,354	0	2,623	5,379	29.5%
ESL Beginning Literacy	7,552	1,479,312	4,815	3,742	782	1,955	63.8%
ESL Low Beginning	14,474	2,739,110	9,427	7,541	1,628	3,419	65.1%
ESL High Beginning	37,780	7,424,008	23,209	17,485	4,284	10,287	61.4%
ESL Intermediate Low	65,222	13,586,933	34,997	25,099	7,741	22,484	53.7%
ESL Intermediate High	50,784	11,154,327	25,147	17,264	6,600	19,037	49.5%
ESL Advanced	50,097	10,873,382	11,551	0	8,728	29,818	23.1%
Total	**354,066**	**67,794,919**	**159,760**	**99,523**	**56,840**	**137,466**	**45.1%**

The total in Column *B* should equal the total in Column *N* of Table 1.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column *E* represents a sub-set of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D* + *F* + *G* should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when entering.

Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level	Total Number Enrolled Pre- and Post-Tested	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	6,909	2,542,726	4,102	3,088	292	2,515	59.4%
ABE Beginning Basic Education	9,281	1,859,602	7,348	5,280	502	1,431	79.2%
ABE Intermediate Low	14,489	2,968,559	10,943	7,077	995	2,551	75.5%
ABE Intermediate High	34,343	6,513,667	17,564	9,669	4,682	12,097	51.1%
ASE Low	13,008	2,368,221	7,303	3,278	2,008	3,697	56.1%
ASE High	7,545	1,218,580	3,354	0	1,114	3,077	44.5%
ESL Beginning Literacy	5,554	1,337,294	4,815	3,742	123	616	86.7%
ESL Low Beginning	10,705	2,482,069	9,427	7,541	273	1,005	88.1%
ESL High Beginning	28,360	6,821,834	23,209	17,485	1,020	4,131	81.8%
ESL Intermediate Low	49,580	12,518,010	34,997	25,099	2,555	12,028	70.6%
ESL Intermediate High	39,163	10,339,241	25,147	17,264	2,561	11,455	64.2%
ESL Advanced	37,965	9,988,902	11,551	0	4,616	21,798	30.4%
Total	**256,902**	**60,958,705**	**159,760**	**99,523**	**20,741**	**76,401**	**62.2%**

Educational Gains and Attendance for Participants in Distance Education

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Post-Tested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	7	2,005	4	2	1	2	57.1%
ABE Beginning Basic Education	30	5,681	20	12	3	7	66.7%
ABE Intermediate Low	140	25,154	78	44	28	34	55.7%
ABE Intermediate High	572	100,511	179	93	145	248	31.3%
ASE Low	371	70,604	133	66	92	146	35.8%
ASE High	194	34,218	51	0	41	102	26.3%
ESL Beginning Literacy	192	69,446	138	116	16	38	71.9%
ESL Low Beginning	382	139,532	291	238	36	55	76.2%
ESL High Beginning	1,283	413,602	901	683	138	244	70.2%
ESL Intermediate Low	2,579	873,429	1,638	1,196	271	670	63.5%
ESL Intermediate High	2,575	873,621	1,432	974	381	762	55.6%
ESL Advanced	2,899	962,244	789	0	591	1,519	27.2%
Total	**11,224**	**3,570,047**	**5,654**	**3,424**	**1,743**	**3,827**	**50.4%**

Core Follow-Up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	10,045	7,686	2,974	38.7%	1,407	47.3%
Retained Employment	4,116	3,147	1,384	44.0%	1,305	94.3%
Obtained a GED or Secondary School Diploma	21,648	N/A	21,471	99.2%	9,008	42.0%
Entered Postsecondary Education or Training	7,223	5,629	1,858	33.0%	758	40.8%

Core Follow-Up Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	176	176	39	22.2%	17	43.6%
Retained Employment	320	320	54	16.9%	47	87.0%
Obtained a GED or Secondary School Diploma	334	N/A	334	100.0%	132	39.5%
Entered Postsecondary Education or Training	172	172	35	20.3%	11	31.4%

State: California   **Table 6**   **PY 2011–12**

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	5,111
Employed	107,141
Unemployed	165,475
Not in the Labor Force	81,450
On Public Assistance	23,793
Living in Rural Areas	Not Collected
Program Type	
In Family Literacy Programs	5,122
In Workplace Literacy Programs	640
In Programs for the Homeless	1,055
In Programs for Work-based Project Learners	172
Institutional Programs	
In Correctional Facilities	38,640
In Community Correctional Programs	128
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	18,685
Displaced Homemaker	3,636
Single Parent	13,020
Dislocated Worker	2,225
Learning Disabled Adults	Not Collected

Adult Education Personnel by Function and Job Status

| Function (A) | Adult Education Personnel | | Unpaid Volunteers (D) |
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	0	31	0
Local-level Administrative/ Supervisory/ Ancillary Services	301	596	344
Local Teachers	5,425	1,374	342
Local Counselors	179	115	2
Local Paraprofessionals	572	742	195

Outcomes for Adults in Correctional Education Programs

Core Follow-up Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an Educational Functioning Level	38,768				18,660	48%
Entered Employment	166	129	6	5%	1	17%
Retained Employment	21	21	8	38%	8	100%
Obtained a GED or Secondary School Diploma	3,091	N/A	2,914	94%	1,379	47%
Entered Postsecondary Education or Training	356	267	10	4%	5	50%

Local Grantees by Funding Source

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub-Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	169	14	$59,017,360	74.9%	$634,805,000	100.00%
Public or Private Nonprofit Agency	**35**	**1**	**$1,809,715**	**2.3%**		
Community-based Organizations	23	1	$1,038,295	1.3%	n/a	n/a
Faith-Based Organizations	5	n/a	$333,442	0.4%	n/a	n/a
Libraries	7	n/a	$437,978	0.6%	n/a	n/a
Institutions of Higher Education	**17**	**1**	**$13,261,428**	**16.8%**		
Community, Junior or Technical Colleges	17	1	$13,261,428	16.8%	n/a	n/a
Four-Year Colleges or Universities	n/a	n/a	n/a	n/a	n/a	n/a
Other Institutions of Higher Education	n/a	n/a	n/a	n/a	n/a	n/a
Other Agencies	**2**		**$4,697,759**	**6.0%**		
Correctional Institutions	1	n/a	$4,556,219	5.8%	n/a	n/a
Other Institutions (non-correctional)	1	n/a	$141,540	0.2%	n/a	n/a
All Other Agencies	n/a	n/a	n/a	n/a	n/a	n/a

California Department of EDUCATION

Suggestions for Successful Partnerships

The following tables provide descriptions of suggested practices and partnering information for adult education agencies working with One Stop Systems.

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

<table>
<tr><td colspan="2" align="center">APPENDIX D (continued)
California Collaboration References</td></tr>
<tr><th>III. Emerging Practices</th><th>Responsible Partner</th></tr>
<tr><td>Title II funded agencies within an LWIB region develop a coalition to work collaboratively as a continuum of service.</td><td>All Title II Funded Agencies</td></tr>
<tr><td>The Title II regional or local coalition refers and enrolls students to the most appropriate adult education provider within the coalition that most closely meets the individual student needs (i.e., specialized program, class time, location easiest for student to attend, etc.).</td><td>Adult Education Counselors</td></tr>
<tr><td>The adult education Title II coalition works closely with business partners to identify literacy and vocational needs of the current and emerging workforce.</td><td>Adult Education Coalition</td></tr>
<tr><td>The locally developed Title II coalition, representing all Title II programs in the local area or region, collectively enters into a single MOU with local WIB.</td><td>Adult Education Coalition and LWIB</td></tr>
<tr><td>The Title II coalition has a representative seated on the LWIB.</td><td>Adult Education Coalition and LWIB</td></tr>
<tr><td>Adult education site hosts a One Stop site on the adult education campus.</td><td>Adult Education and One Stop Operator</td></tr>
</table>

Workforce Investment Act Titles I and II Partnership

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

Resource documents and links to related Web sites

California Workforce Investment Board

This is a link to the California Workforce Investment Board (CWIB) with updated information on policy issues.

Frequently Asked Questions

This document provides background information on the relationship between WIA, Title II and the One Stop system.

Developing a Memorandum of Understanding (MOU)

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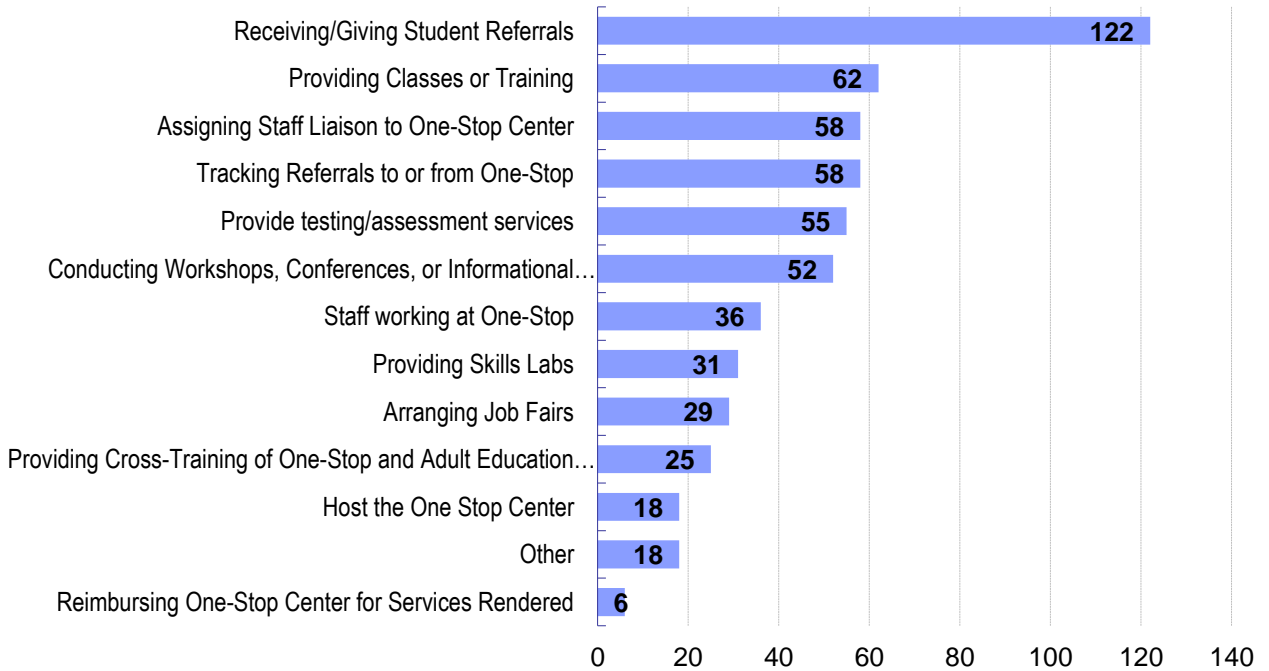
Suggestions for Successful Partnerships

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

One Stop Information

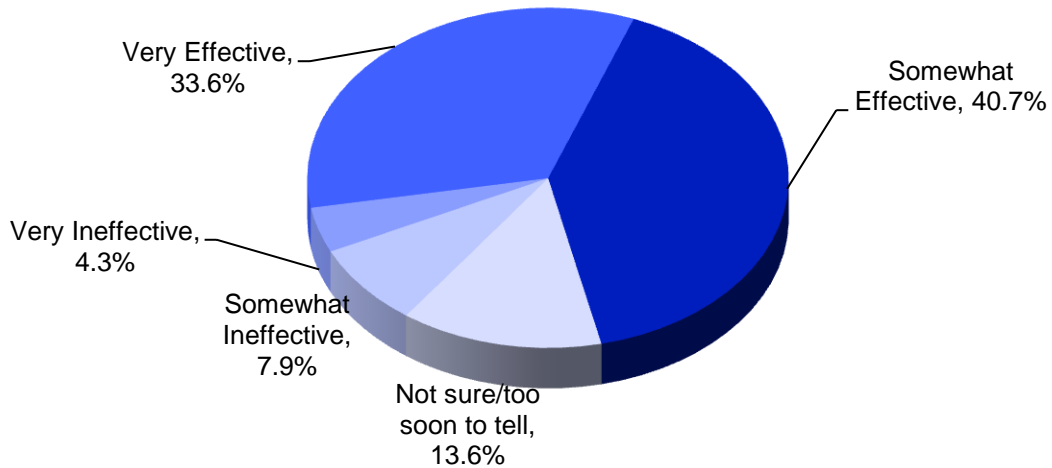This is a link to EDD's description of the One Stop system, including county-by-county lists of One Stop locations.

Collaboration Data for Workforce Investment Act Title II Funded Agencies
(Excerpt from responses to the 2011–12 Survey of WIA, Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2011-12 (Percent of All Respondents)

Interaction	Value
Receiving/Giving Student Referrals	122
Providing Classes or Training	62
Assigning Staff Liaison to One-Stop Center	58
Tracking Referrals to or from One-Stop	58
Provide testing/assessment services	55
Conducting Workshops, Conferences, or Informational…	52
Staff working at One-Stop	36
Providing Skills Labs	31
Arranging Job Fairs	29
Providing Cross-Training of One-Stop and Adult Education…	25
Host the One Stop Center	18
Other	18
Reimbursing One-Stop Center for Services Rendered	6

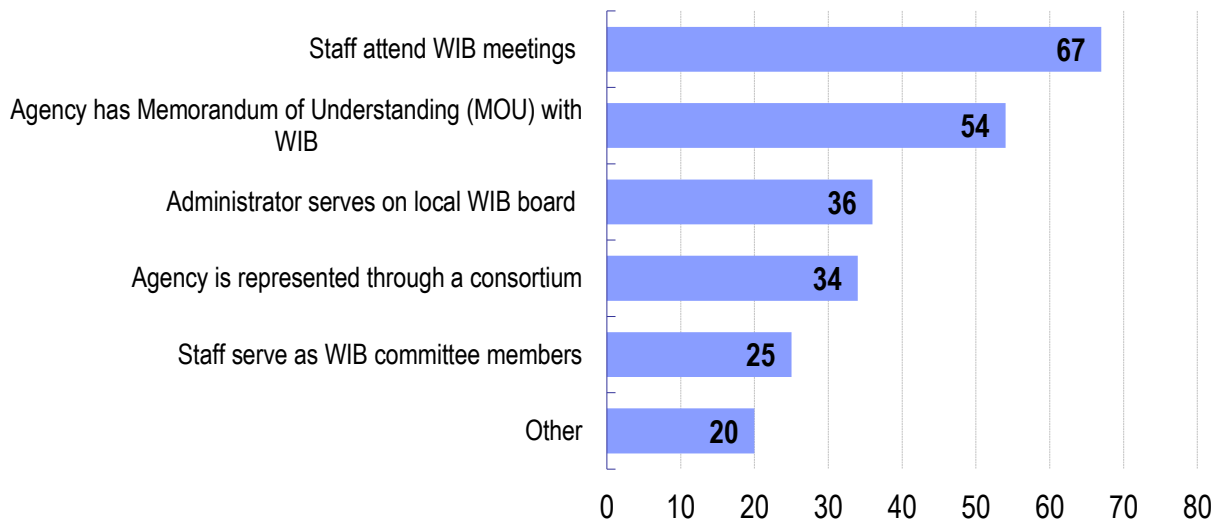*CASAS 2012*

Effectiveness of Agency Interactions with Local One-Stop Center in 2011-12 (Percent of All Respondents)

- Very Effective, 33.6%
- Somewhat Effective, 40.7%
- Very Ineffective, 4.3%
- Somewhat Ineffective, 7.9%
- Not sure/too soon to tell, 13.6%

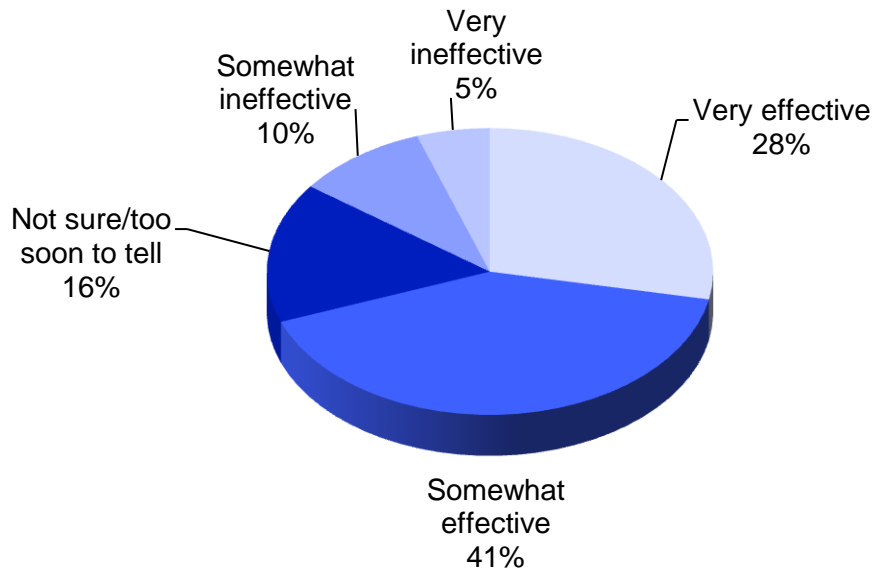*CASAS 2012*

Ways Agencies Interacted with Local Workforce Investment Boards in 2011-12 (Percent of All Respondents)

Category	Value
Staff attend WIB meetings	67
Agency has Memorandum of Understanding (MOU) with WIB	54
Administrator serves on local WIB board	36
Agency is represented through a consortium	34
Staff serve as WIB committee members	25
Other	20

CASAS 2012

Effectiveness of Agency Interactions with WIB in 2011-12 (Percent of All Respondents)

- Very ineffective 5%
- Somewhat ineffective 10%
- Not sure/too soon to tell 16%
- Very effective 28%
- Somewhat effective 41%

CASAS 2012

English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2011–12

Funding Type	Civic Participation Total Enrollment		Citizenship Preparation Total Enrollment		Total EL Civics Agencies
	N	%	N	%	N
Citizenship Preparation Only	–		1,401	8.5%	2
Civic Participation Only	339	0.3%	–		2
Citizenship Preparation and ABE 231	–		3,911	23.7%	3
Civic Participation and ABE 231	10,144	8.8%	–		23
Citizenship Preparation and Civic Participation only	876	0.8%	204	1.2%	6
Civic Participation, Citizenship Preparation and ABE 231	103,309	90.1%	10,969	66.5%	121
Total	114,668	100%	16,568	100%	157

CASAS 2012

EL Civics Agency Enrollment by Provider Type 2011–12

EL Civics Provider Type	EL Civics Enrollment		Total EL Civics Agencies
	N	%	N
Adult School	81,090	64.6%	119
Community College	39,918	31.8%	13
Community Based Organization	3,430	2.7%	18
Library	788	0.6%	3
County Office of Education	350	0.3%	4
Total	125,576	100.0%	157

CASAS 2012

EL Civics Data Highlights 2011-12

Number of Agencies funded for EL Civics	157
Received EL Civics Funding only	10
Received EL Civics and 231 Funding	147
Total EL Civics Learner who qualified for the Federal Tables	113,828
Total EL Civics Learners with pre- and post-tests	87,868
Total EL Civics Learners completing an instructional level	55,421
Total EL Civics Learners who advanced one or more levels	37,789

CASAS 2012

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2011–12

CO #	Additional Assessment Plan Description	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
033C	Identify and access employment and training resources needed to apply for a job.	87	23,047	20,225	87.76%
028C	Access the health care system and be able to interact with the providers.	70	14,106	12,991	92.10%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	74	12,703	11,613	91.42%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	51	10,527	9,314	88.48%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	39	7,957	7,346	92.32%
026C	Identify and access free or low cost medical, dental, and other health care services.	20	7,628	7,067	92.65%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	37	7,611	6,860	90.13%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	38	6,557	5,655	86.24%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	34	5,307	4,465	84.13%
37C	Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job.	30	6,173	5,619	91.03%

CASAS 2012