



California Adult Education California Annual Performance Report

Federally Funded
Workforce Investment Act Title II Programs
Program Year 2013
July 1, 2012 to June 30, 2013

Prepared by *CASAS*
under contract with the California Department of Education

California Annual Performance Report

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

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LIST OF ACRONYMS

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

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AIR	American Institutes for Research
ALOE	Access to Learning through Online Education
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
CoP	Community of Practice
CWIB	California Workforce Investment Board
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
GED	General Educational Development
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
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
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 2012–13

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: Adult Education and Family Literacy Act (AEFLA).

The Impact of WIA, Title II

The California Department of Education (CDE) Adult Education WIA, Title II: AEFLA federally funded programs provide educational opportunities and support services to one-fifth of the nation's adults enrolled in WIA, Title II: AEFLA programs. These programs address the unique needs of individuals and communities by providing adults with the literacy skills and knowledge necessary to become positive contributors to their families and local economies. California adult education programs help learners (a) gain employment or better their current employment; (b) obtain a high school diploma or 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; and (g) become U.S. citizens, exercise their civic responsibilities, and participate in a democratic society.

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, approximately 6 million adults do not have a high school diploma or its equivalent.** 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 2012 was 13.2 percent, a slight decrease over the previous year according to the CDE. Even though the dropout rates and graduation rates are steadily improving, significant achievement gaps among student subgroups persist.
- **Approximately 3 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 California adults **"do not speak English well or not at all."** Over one-fourth of the national non-English speaking population resides in California, and over 2.3 million of them lack high school credentials. Many of these individuals need English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children's education.
- **The skills gap persists.** Projection of California's economy shows a trajectory of steadily increasing demand for a highly educated workforce. However, with the recent recession and budget constraints, the state remains challenged in meeting this demand.

Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population*. <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles/california.pdf>.

The California budget crisis has resulted in the significant reduction of the state's education funding. California's adult schools have not had a dedicated funding stream since 2009. Many local educational agencies were forced to make deep funding cuts to their programs. Granting flexibility by shifting the adult school funding decisions to the local district has forced districts to choose between serving adult learners and K-12 pupils. 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: AEFLA legislation under Section 223 for adult education and literacy activities. Leadership Project activities relate 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 assessments and accountability 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 AEFLA funded adult education providers.

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 September of 2012 CDE approved Research-Based Writing Instruction as the annual module development topic. By January 2013 the facilitator's guide, PowerPoint presentations, and handouts were ready for the two pilot face-to-face training sessions, which took place in February and March. Revisions to the training and accompanying materials were completed in time for the Training of Trainers in June. Trainings for the field will commence in 2014.

Transitions to Postsecondary and Workforce: Statewide priorities include a focus on transitions to the workforce and postsecondary education or training. California is facing a serious shortfall in its supply of college-educated workers. The Public Policy Institute of California (PPIC) projects a significant shortage of highly educated workers for the job market by the year 2025. CALPRO offered its new *Postsecondary Transitions* training in which agency teams prepare to establish or expand bridging or articulation programs based on best practices

and collaborative approaches. This training was provided in two formats—as a regional Communities of Practice (CoP) and as a new series of two online courses. Twenty-one educators from nine agencies completed the online CoP training. Two regional CoPs focused on integrating workforce skills into the classroom, *Integrated and Contextualized Workforce Skills in the Adult Basic Education (ABE)/ Adult Secondary Education (ASE) Classroom and Integrated Education and Training (IET)*. Both CoPs had two sessions with a total attendance of thirty-three participants. In addition, *Integrated and Contextualized Workforce Skills in the English as a Second Language (ESL) Classroom* and *Integrated and Contextualized Instruction in the ABE/ASE Classroom* were facilitated online trainings that served twenty-five educators. Thirty-three new educators joined the Virtual Workroom on Workforce Readiness. A video entitled *Best Practices in Action* featuring interviews with ten practitioners in leading-edge IET programs was added to the CALPRO video library.

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. The topics discussed in this year’s forum presented by CALPRO were: Developing Programs to Support ASE Students’ Transitions to Post-Secondary Opportunities, Integrating Workforce Readiness into the Adult Basic Education Classroom Using NCAP Lessons, and Enhancing Adult Education Programs through Points of Entry: Two California POE Demonstrations. The Webinar series was attended by 78 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 (OTAC, <http://www.otan.us/otac/pdf/otac-final-report-11-12.pdf>) to assist instructors in becoming competent, creative online teachers and in becoming mentors for other teachers at their respective agencies. In addition to learning the basics of creating and teaching a quality online course, the 10 competitively selected participants learned about Moodle (an open source course management system), and all participants implemented a project in collaboration with their administrator and agency. Projects were shared in a face-to-face or online setting with the participants’ colleagues and members of their OTAC cohort.

Additionally, 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. Ten pilot projects operated between February 1, 2012, and May 31, 2013.

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 literacy goals in ABE, ASE, ESL, and EL Civics programs. These practices must also improve program accountability, develop skills students need in the workplace, promote effective student transitions, support collaboration and cooperation with other programs or agencies, make effective use of technology, teach skills required for citizenship, or empower students to make a difference in the community. In program year 2012–13, the CDE awarded five programs for their accomplishments, and these are showcased on the CASAS Web 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 eTests[®] and TOPSpro[®] Enterprise – More than 150 AEFLA agencies have implemented CASAS eTests[®] including 46 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, eliminating hand scoring or scanning, and tracking student progress from placement to pretest, post-test, and program exit. All agencies have migrated to the new TOPSpro[®] Enterprise accountability and reporting software. Fifty percent of the agencies are using the online version for data collection and reporting.

CASAS Data Portal – Provides an online (<http://www2.casas.org/dataPortal/>) tool that presents California National Reporting System (NRS) adult learner data at the state and local agency levels. Agencies can compare local performance with state goals, other local agencies, counties, regions, and provider types. This is also used to monitor NRS annual performance.

CALPRO Technology-based PD Delivery – Over 600 educators attended several dozen online trainings that spanned facilitated, asynchronous courses, workshops, and Webinars in real time and self-directed courses. Additionally, CALPRO served educators through its electronic CoP, three companion Virtual Workrooms, and two competency-based self-assessments. The competency-based self-assessments provide individuals with annual PD plans that recommend specific resources based on the results of their self-assessments and will be a foundation piece for the PD Plan required of AEFLA-funded agencies beginning in 2014–15.

OTAN Technology Integration Mentor Academy (TIMAC) – OTAN hosted participants representing eight different adult education agencies, for several days of training in Sacramento, to become mentors and increase the effective use of technology in the classrooms. Projects included using technology to simplify tasks, create websites, and expand the reach of adult schools, among others.

Technology Integration Videos – Videos were produced demonstrating how social media can be used in adult education to promote programs, extend learning outside the classroom, and share strategies to engage adult learners whose first language was other than English. Videos are posted on the OTAN Web site.

Teaching with Technology – OTAN continued to add new lesson plans and electronic resources to the Teaching with Technology site. The site allows teachers to search for ideas on teaching with technology. Adult education teachers submitted and reviewed ideas for integrating technology into classroom lessons. Teachers then selected and categorized them by program areas, topics, instructional competencies, standards, and key words. They also provided examples and teaching tips for using this resource.

The Leadership Projects provided PD 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 38 statewide face-to-face and 183 online trainings sessions that addressed accountability, NRS Performance, assessment, database management and reporting, and data submission. Facilitated regional network

meetings that addressed PD opportunities, state and federal updates related to accountability, and the use of data to inform instruction and improve programs.

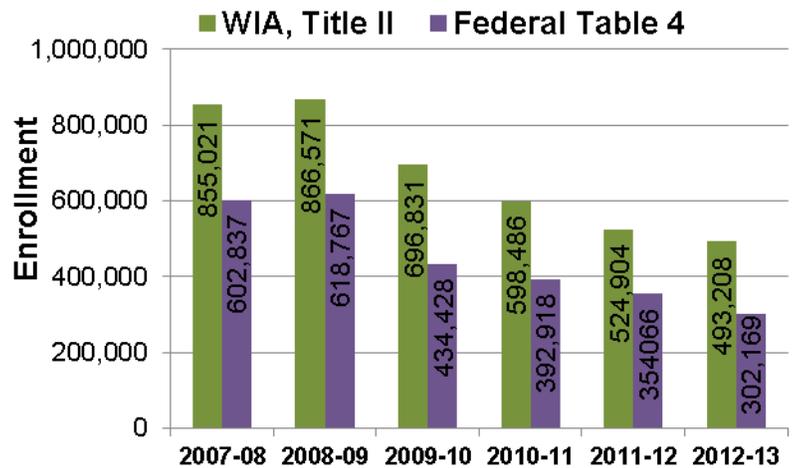
- Provided targeted technical assistance (TTA) to 20 agencies to improve program, data quality, and NRS performance on persistence, educational functioning levels (EFLs), and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining a GED® certificate or a high school diploma. Agencies that did not show improvement suffered significant staff turnover. The newly implemented TOPSpro® Enterprise student level data collection, management, and reporting system enhanced data integrity processes as well as provided improved data auditing and monitoring reports. The transition to the new TOPSpro® Enterprise in 2012 will continue to help agencies better monitor and track student and program outcomes.
- Provided a New Administrators Orientation and an Adult Education Leadership Institute for new adult education administrators. Together, the institutes served 32 new adult education leaders.
- Offered the seventh year of the Professional Learning Communities (PLC) Institute. Seven 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: 1,221 participants attended 152 online and 369 participants attended 28 face-to-face workshops. A total of 153 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

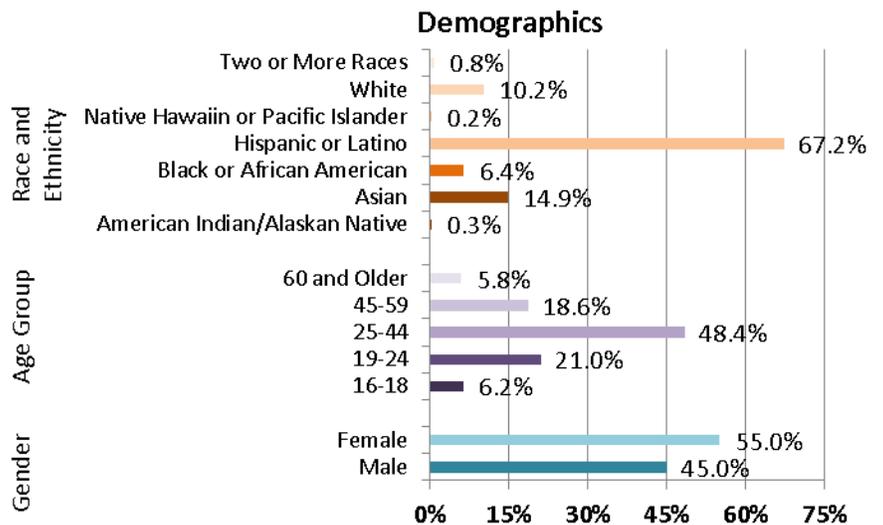
California is the largest adult education provider in the United States. The state served approximately **one-fifth of the nation's adults** enrolled in WIA, Title II: AEFLA programs, according to the 2010–11 NRS data. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 61.5 percent of California's AEFLA programs and 31 percent of the nation's ESL program that year. California also served a significant number of learners in ABE and ASE programs, comprising 11 percent of total learners enrolled nationwide.

Enrollment 2012–13

In 2012–13, 228 local agencies served 493,208 learners in the WIA, Title II: AEFLA programs. Of these learners 302,169 (61.3 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 unprecedented pressures on the adult school system. With a reduced funding base from the state, California's AEFLA programs have seen a significant decline in enrollment over the last several program years—19.6 percent in 2009–10, 14.1 percent in 2010–11, 12.3 percent in 2011–12, and 6.0 percent in 2012–13. Enrollment in two AEFLA program areas— ESL and ASE—saw significant declines. However, the ABE program saw a slight increase in enrollment after three years of decline.



Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (67.2 percent) and Asian (14.9 percent). Adult learners are more likely to be female (55.0 percent), and adult learners between the ages of twenty-five to forty-four (48.4 percent) comprise the largest age group.

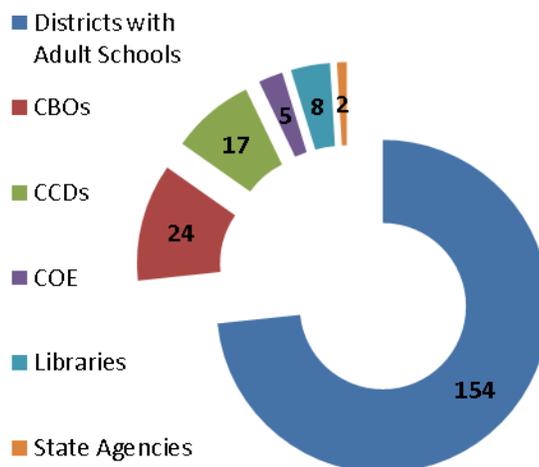


California adult education providers include 154 local school districts, 24 community-based organizations (CBOs), 17 community college districts (CCDs), 5 county offices of education (COE), 8 library literacy programs, and 2 state agencies.

There are 16 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, one CBO, one CCD and 12 jail programs provided by local school districts.

Local school districts with adult schools comprise the majority of AEFLA agencies and enroll 69.5 percent of total learners served by California. Adult schools saw a significant drop in enrollment (7.4 percent). All other providers also saw a decrease in enrollment.

WIA, Title II Provider



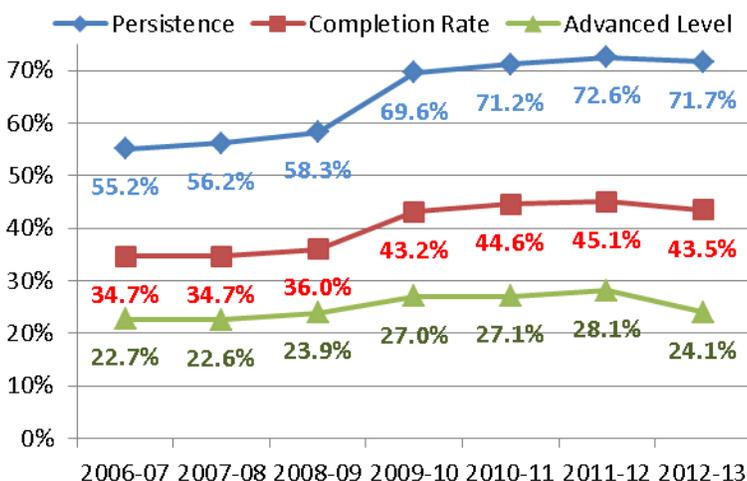
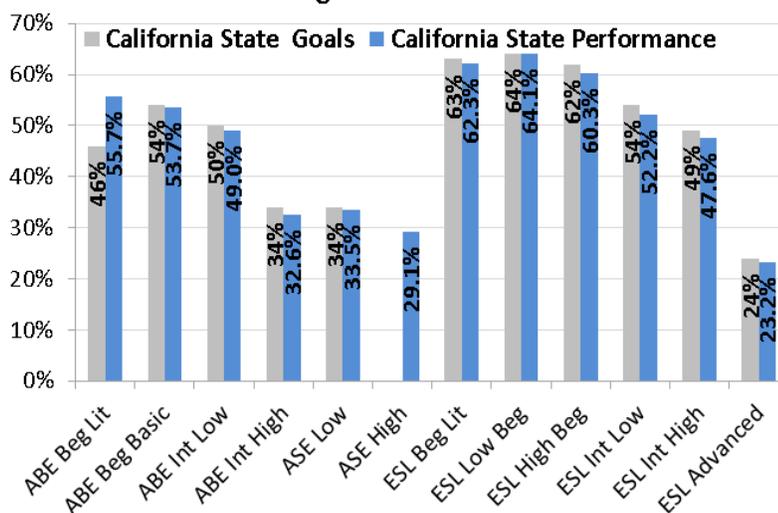
NRS Performance

The NRS data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. In 2010–11 and 2011–12 the California agencies exceeded all negotiated NRS state goals. California also exceeded national performance in all ESL levels for these two program years. In 2012–13, California met or exceeded state goals in ABE Beginning Literacy and ESL Low Beginning. Of the 302,169 learners who qualified for NRS federal reporting, 131,426 (43.5 percent) completed an EFL, and 72,690 (24.1 percent) advanced one or more EFLs.

More than 60 percent of the learners who persisted completed an EFL. The total persistence rate achieved in 2012–13 was 71.7 percent, exceeding the California state goal of 50 percent.

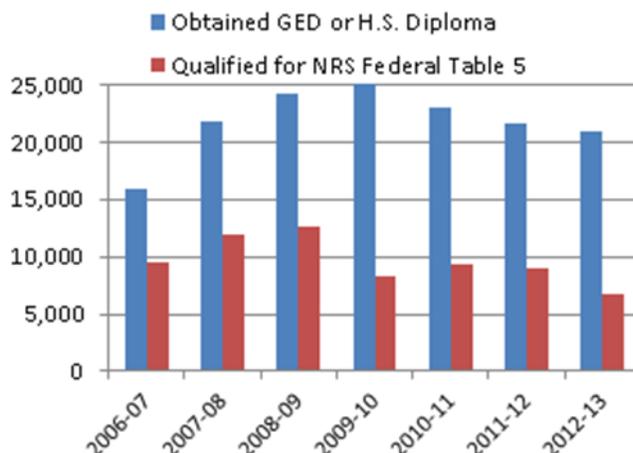
California had steadily improved its performance from 2006–2007 through 2011–2012 on persistence, EFL completion, and advancing one or more levels. However, the 2012–13 program year saw a slight decrease in the overall performance rates. The 302,169 learners who qualified for NRS federal reporting averaged 153.5 hours of instruction compared to 191 hours in 2011–12. The 216,625 learners who persisted in the program and took pre- and post-tests clocked slightly more than 187.5 hours of instruction

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compared to 237.8 hours in 2011–12. The state economic downturn and budget reduction continued to force local providers to cut costs and downsize programs. California measures local performance and pays local providers when students accomplish specific learning gains and attain high school diplomas or GEDs. California uses three core indicators of performance for benchmarks as the basis for federal grant funding. Agencies can earn up to three benchmark payments per learner within the program year. These three pay-points result when a learner (1) achieves a significant learning gain;¹ (2) completes two instructional levels; and (3) attains a high school diploma or GED® certificate.

California showed a steady increase in the number of learners who obtained a secondary school diploma or GED® certificate from 2006–07 to 2008–09. In the past several years, programs showed mixed results in high school diploma and GED® certificate recipients. The decreases may be attributed to a significant overall decrease in student enrollment. However, California improved the response rate of surveys and percent of students achieving outcomes for the core follow-up measures of retaining employment, and entering postsecondary education.



California has continued to make data quality a top priority. The CDE continues to provide online and regional training as well as individualized targeted technical assistance to increase the local agencies' understanding of accountability requirements and to improve data collection. Local agencies submit data to CDE on a quarterly basis, permitting continual analysis and early identification of incomplete or inaccurate data. At the end of the program year, the statewide NRS EFL goals and performance are compared with agency-level performance. The longitudinal data are analyzed to track improvement in persistence and performance. The CDE staff and CASAS program specialists jointly provide targeted technical assistance to low performing agencies and agencies with newly appointed program administration teams.

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QUESTION 3: COLLABORATION: INTEGRATION OF WIA, TITLE I AND TITLE II ACTIVITIES

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California Workforce: The CDE continued to participate on the State Working Group in 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.

Local Workforce Investment Boards (WIB): When local agencies were asked about involvement with their local WIB, 49.3 percent indicated some type of involvement. Agencies reported specific ways they interacted with their local WIB, and the most frequently cited responses included (1) staff attended WIB meetings (48.6 percent); (2) the agency has a

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.

memorandum of understanding (MOU) with the WIB (41.1 percent); (3) an administrator served on a local WIB board (30 percent); and/or (4) the agency is represented through a consortium (30 percent).

One-Stop Systems: As in previous program years, agency enrollment size reflected patterns in relationships. Large agencies were most likely to interact with One-Stop systems (88.9 percent), followed by medium-sized (61 percent), and small agencies (52.2 percent). A large majority (78.3 percent) of agencies reported receiving or providing student referrals, 41.9 percent stated they had assigned a staff liaison to the One-Stop Center, and 41.1 percent indicated they provided classes or training at the One-Stop. In addition, 29.5 percent of agencies reported interaction with One-Stop systems by providing testing and assessment services for the One-Stop Center.

Workforce Skills Certification System (WSCS): Twenty-five local sites continued to pilot a workforce skills program. Learners enrolled in ABE and ESL literacy programs contextualized with vocational skills, were administered CASAS assessments that measure readiness for work and applied skills in reading, math, problem solving, and critical thinking. Learners were also assessed on employer-defined soft skills, including personal behavior and customer service skills. At the culmination of the program, learners receive (1) Workforce Skills Profiles outlining their workplace-related skills for potential employees and job training programs and (2) Workforce Skills Certificate upon successful completion of the program. Adult education programs provided instruction and support services needed and, based on the profile, worked 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 teachers to promote behavioral change interventions and soft skills development for parolees. Elk Grove Adult and Community Education (EGACE) established a referral system whereby they connected Rio Cosumnes Correctional Center parolees to educational opportunities at EGACE Adult Education programs, local community colleges, and local Sacramento 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 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.

QUESTION 4: ENGLISH LITERACY AND CIVICS EDUCATION (EL CIVICS) GRANTS

The EL Civics programs continued to have a positive impact on the delivery of English language instruction. In the 2012–13 AEFLA survey, 86.4 percent of EL Civics agencies reported enhanced or improved literacy instruction, 75.5 percent reported improved teacher and staff collaboration.

In 2012–13, the CDE funded 154 agencies to provide EL Civics educational services to adult learners. In the 2012–13 program year enrollment decreased slightly compared to the prior year. Of the 122,626 learners, 16,024 were enrolled in Citizenship Preparation and 112,011

were enrolled in Civic Participation. Nearly 8,000 (7,924) learners passed the CASAS Government and History for Citizenship test, and 2,585 passed the oral CASAS Citizenship Interview Test.

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 understand the government and history of the United States; learn 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: AEFLA agencies that have implemented innovative activities that carry EL Civics lessons from the classroom into the community. The accomplishments are showcased on the CASAS Web site.

Since 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 language and literacy 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 PD 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.

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	2008-09		2009-10		2010-11		2011-12		2012-13	
	<u>N</u>	%								
Districts with Adult Schools	174	66.4	172	67.2	167	66.8	161	68.6	154	68.4
County Office of Education	7	2.7	6	2.3	6	2.4	5	2.1	5	2.2
Community College	17	6.5	17	6.6	17	6.8	17	7.2	17	7.6
Community-Based Organization	34	13.0	32	12.5	31	12.4	27	11.0	24	10.7
Library	9	3.4	9	3.5	9	3.6	7	3.4	8	3.6
Institutions (Section 225)*	21	8.0	20	7.8	20	8.0	18	7.7	16	7.1

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Learners Qualified for NRS Federal Reporting

Provider Type	2008-09		2009-10		2010-11		2011-12		2012-13	
	<u>N</u>	%								
Districts with Adult Schools	459,689	74.3	314,606	72.4	277,023	70.5	242,565	68.5	195,792	64.8
County Office of Education	4,201	0.7	3,643	0.8	3,460	0.9	3,084	0.9	2,852	0.9
Community College	72,979	11.8	66,402	15.3	65,267	16.6	60,988	17.2	61,181	20.2
Community-Based Organization	6,500	1.1	5,915	1.4	7,213	1.8	6,450	1.8	6,076	2.0
Library	1,528	0.2	1,895	0.4	2,097	0.5	2,217	0.6	1,871	0.6
Institutions (Section 225)*	73,870	11.9	41,967	9.7	37,858	9.7	38,762	10.9	34,397	11.4
Total	618,767	100	434,428	100	392,918	100	354,066	100	302,169	100

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* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 14 jail programs.

APPENDIX B
Summary of California Core Performance Results

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

APPENDIX C

Federal Tables

Federal Table 1:	Participants by Entering Educational Functioning Level, Ethnicity, and Sex
Federal Table 2:	Participants by Age, Ethnicity, and Sex
Federal Table 3:	Participants by Program Type and Age
Federal Table 4:	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 (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	15	14	142	82	1,079	201	2,684	790	22	3	587	162	65	16	5,862
ABE Beginning Basic Education	45	27	212	172	1,787	570	4,546	2,286	35	15	870	433	100	51	11,149
ABE Intermediate Low	88	63	410	387	2,543	1,120	7,004	5,491	69	32	1,405	794	146	91	19,643
ABE Intermediate High	176	132	1,214	1,191	4,602	2,152	17,205	14,644	143	90	4,080	2,474	330	260	48,693
ABE Subtotal	324	236	1,978	1,832	10,011	4,043	31,439	23,211	269	140	6,942	3,863	641	418	85,347
ASE Low	76	57	501	532	1,281	778	7,075	6,385	62	47	1,986	1,277	158	129	20,344
ASE High	54	36	239	214	648	355	3,701	2,771	26	29	1,510	946	126	80	10,735
ASE Subtotal	130	93	740	746	1929	1133	10776	9156	88	76	3496	2223	284	209	31079
ESL Beginning Literacy	0	1	730	1,339	38	96	1,072	1,682	3	6	202	380	4	24	5,577
ESL Low Beginning	2	4	972	1,987	73	105	2,726	4,380	4	6	340	534	13	32	11,178
ESL High Beginning	3	8	2,121	4,273	135	279	8,012	12,958	8	13	856	1,365	49	87	30,167
ESL Intermediate Low	2	6	3,212	6,585	227	336	14,045	23,380	14	15	1,320	2,419	74	132	51,767
ESL Intermediate High	6	5	2,687	6,206	193	332	11,120	19,532	11	18	1,172	2,225	70	132	43,709
ESL Advanced	3	6	2,744	6,815	163	196	11,151	18,432	6	8	1,213	2,419	59	130	43,345
ESL Subtotal	16	30	12,466	27,205	829	1,344	48,126	80,364	46	66	5,103	9,342	269	537	185,743
Total	470	359	15,184	29,783	12,769	6,520	90,341	112,731	403	282	15,541	15,428	1,194	1,164	302,169

State: California

Table 2
Participants by Age, Ethnicity and Sex

PY 2012-13

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)	(O)	(P)
16-18	50	31	903	694	845	661	7,036	5,692	52	37	1,464	1,056	158	130	18,809
19-24	104	102	2,799	3,187	3,267	1,881	24,724	20,535	122	77	3,183	2,979	295	270	63,525
25-44	202	154	5,241	13,381	5,508	2,723	44,359	60,516	148	112	6,402	6,453	459	450	146,108
45-59	104	63	3,620	8,400	2,772	1,058	11,540	21,596	64	40	3,192	3,192	215	237	56,093
60 and Older	10	9	2,621	4,121	377	197	2,682	4,392	17	16	1,300	1,748	67	77	17,634
Total	470	359	15184	29783	12769	6520	90341	112731	403	282	15541	15428	1194	1164	302169

State: California

Table 3
Participants by Program Type and Age

PY 2012-13

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	9,929	27,952	34,421	11,287	1,758	85,347
Adult Secondary Education	4,396	11,364	12,161	2,827	331	31,079
English-as-a-Second Language	4,484	24,209	99,526	41,979	15,545	185,743
Total	18,809	63,525	146,108	56,093	17,634	302,169

Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level (A)	Total Number Enrolled (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	5,862	1,008,797	3,263	2,582	752	1,847	55.7
ABE Beginning Basic Education	11,149	1,643,332	5,982	4,235	1,816	3,351	53.7
ABE Intermediate Low	19,643	2,844,280	9,629	6,034	3,473	6,541	49.0
ABE Intermediate High	48,693	6,629,577	15,875	8,268	11,356	21,462	32.6
ASE Low	20,344	2,724,630	6,813	2,659	5,540	7,991	33.5
ASE High	10,735	1,340,454	3,129	0	2,656	4,950	29.1
ESL Beginning Literacy	5,577	788,105	3,473	2,322	683	1,421	62.3
ESL Low Beginning	11,178	1,606,798	7,163	4,869	1,224	2,791	64.1
ESL High Beginning	30,167	4,578,194	18,203	11,990	3,923	8,041	60.3
ESL Intermediate Low	51,767	8,163,528	27,048	17,158	7,072	17,647	52.2
ESL Intermediate High	43,709	7,411,733	20,787	12,573	6,321	16,601	47.6
ESL Advanced	43,345	7,646,457	10,061	0	8,462	24,822	23.2
Total	302,169	46,385,885	131,426	72,690	53,278	117,465	43.5

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 Levels) 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	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	4,315	840,164	3,263	2,582	170	882	75.6
ABE Beginning Basic Education	7,769	1,388,979	5,982	4,235	467	1,320	77.0
ABE Intermediate Low	13,101	2,369,921	9,629	6,034	985	2,487	73.5
ABE Intermediate High	31,889	5,466,012	15,875	8,268	4,662	11,352	49.8
ASE Low	12,434	2,152,259	6,813	2,659	2,111	3,510	54.8
ASE High	7,006	1,076,664	3,129	0	1,226	2,651	44.7
ESL Beginning Literacy	4,011	693,430	3,473	2,322	146	392	86.6
ESL Low Beginning	8,220	1,439,042	7,163	4,869	221	836	87.1
ESL High Beginning	22,547	4,117,333	18,203	11,990	1,085	3,259	80.7
ESL Intermediate Low	39,190	7,399,670	27,048	17,158	2,772	9,370	69.0
ESL Intermediate High	33,377	6,752,148	20,787	12,573	2,783	9,807	62.3
ESL Advanced	32,766	6,930,256	10,061	0	4,805	17,900	30.7
Total	216,625	40,625,878	131,426	72,690	21,433	63,766	60.7

Educational Gains and Attendance for Participants in Distance Education

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)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	6	2,439	4	4	1	1	66.7
ABE Beginning Basic Education	19	7,582	14	8	2	3	73.7
ABE Intermediate Low	97	20,216	57	30	14	26	58.8
ABE Intermediate High	533	101,971	217	80	161	155	40.7
ASE Low	390	76,753	161	49	121	108	41.3
ASE High	167	29,180	56	0	48	63	33.5
ESL Beginning Literacy	112	19,183	69	33	9	34	61.6
ESL Low Beginning	291	63,069	217	99	24	50	74.6
ESL High Beginning	918	234,242	634	285	105	179	69.1
ESL Intermediate Low	2,034	572,881	1,270	573	293	471	62.4
ESL Intermediate High	2,172	656,435	1,190	523	389	593	54.8
ESL Advanced	2,412	700,444	649	0	753	1,010	26.9
Total	9,151	2,484,395	4,538	1,684	1,920	2,693	49.6

State: California

Table 5

PY 2012–13

Core Follow-Up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	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)
Entered Employment	9731	7,589	2,787	28.6	1,250	44.9
Retained Employment	5,466	4,058	2,129	38.9	2,055	96.5
Obtained a GED or Secondary School Diploma	12,880	N/A	12,880	100.0	6,722	52.2
Entered Postsecondary Education or Training	27,949	1,640	732	44.6	308	42.1

State: California

Table 5A

PY 2012–13

Core Follow-Up Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	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)
Entered Employment	310	310	101	33.0	38	37.6
Retained Employment	265	265	56	21.1	54	96.4
Obtained a GED or Secondary School Diploma	283	N/A	283	100.0	140	49.5
Entered Postsecondary Education or Training	309	309	187	60.5	35	18.7

State: California

Table 6

PY 2012–13

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)	
Disabled	3,091	
Employed	97,643	
Unemployed	145,493	
Not in the Labor Force	59,033	
On Public Assistance	22,266	
Living in Rural Areas	Not Collected	
Highest Degree or Level of School Completed	US Based Schooling	Non US Based Schooling
No Schooling	20,554	0
Grades 1-5	11,179	5,620
Grades 6-8	27,134	14,036
Grades 9-12 (No Diploma)	111,600	25,105
High School Diploma or alternate credential	34,334	19,170
GED	4,138	821
Some college, no degree	1,642	891
College or professional degree	10,395	7,539
Unknown	8,011	0
Program Type		
In Family Literacy Programs	4,210	
In Workplace Literacy Programs	717	
In Programs for the Homeless	863	
In Programs for Work-based Project Learners	1,093	

Institutional Programs	
In Correctional Facilities	34,397
In Community Correctional Programs	0
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	18,018
Displaced Homemaker	3,652
Single Parent	10,992
Dislocated Worker	2,110
Learning Disabled Adults	Not Collected

State: California

Table 7

PY 2012–13

Adult Education Personnel by Function and Job Status

Function (A)	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
State-level Administrative/ Supervisory/Ancillary Services		28	
Local-level Administrative/ Supervisory/Ancillary Services	308	556	105
Local Teacher	3,807	1,670	468
Local Counselor	139	112	8
Local Paraprofessional	572	419	147
Years of Experience			
Less Than one year	144	3	
One to three years	347	36	
More than three years	3,316	1,631	
Teacher Certification			
No Certification	161	20	
Adult Education Certification	1,861	1,019	
K-12 Certification	1,273	603	
Special Education Certification	69	47	
TESOL Certification	644	90	

State: California

Table 10

PY 2012–13

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	34,397				14,994	44.0
Entered Employment	760	701	22	3.1	2	9.1
Retained Employment	47	43	4	9.3	2	50.0
Obtained a GED or Secondary School Diploma	2,547	N/A	2,547	100.0	1,210	48.0
Entered Postsecondary Education or Training	128	128	0	0.0	0	0.0

State: California

Table 14
Local Grantees by Funding Source

PY 2012–13

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	160	13	\$57,774,616	72.8%	\$174,921,489	51.5%
Public or Private Nonprofit Agency						
Community-based Organizations	19	1	\$1,249,219	1.6%	\$11,602	0.0%
Faith-Based Organizations	5	0	\$564,845	0.7%	\$0	0.0%
Libraries	5	0	\$532,476	0.7%	\$88,645	0.0%
Institutions of Higher Education						
Community, Junior or Technical Colleges	17	1	\$13,951,584	17.6%	\$47,887,330	14.1%
Four-Year Colleges or Universities	0	0	\$0	0.0%	\$0	0.0%
Other Institutions of Higher Education	0	0	\$0	0.0%	\$0	0.0%
Other Agencies						
Correctional Institutions	1	0	\$5,140,054	6.4%	\$105,394,324	31.0%
Other Institutions (non-correctional)	1	0	\$138,278	0.2%	\$11,137,966	3.3%
All Other Agencies	0	0	\$0	0.0%	\$0	0.0%
Total	208	15	\$79,351,072	100%	\$339,441,356	100%

APPENDIX D
California Collaboration References



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

APPENDIX D (continued)
California Collaboration References

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

Workforce Investment Act Titles I and II Partnership

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

Resource documents and links to related Web sites

[California Workforce Investment Board](#)

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

[Frequently Asked Questions](#)

This document provides background information on the relationship between 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.

APPENDIX E

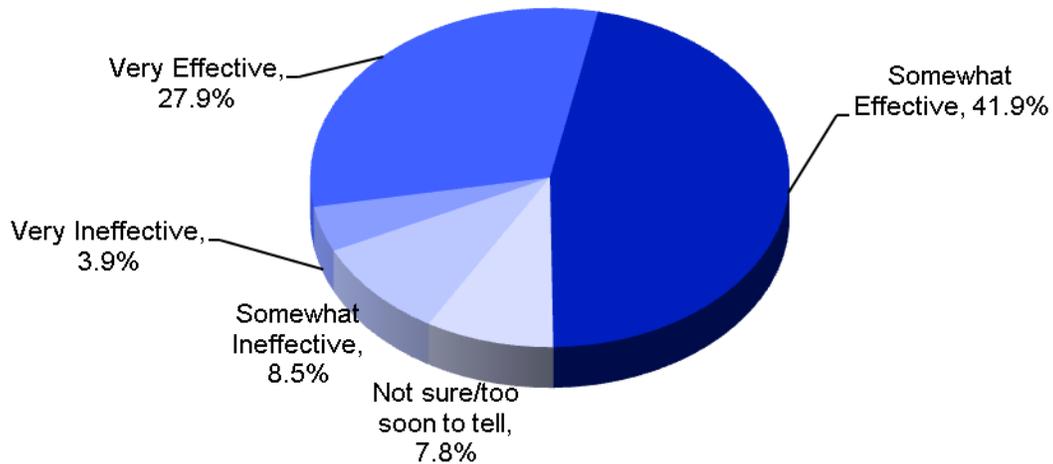
Collaboration Data for Workforce Investment Act Title II Funded Agencies
(Excerpt from responses to the 2012-13 Survey of WIA, Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2012-13 (Percent of 129 Agencies that Work with One-Stops)

Ways Agencies Interacted with Local One-Stop Centers	Percent of the 129 Agencies that Work with One-Stops
Receiving/Giving Student Referrals	77.5%
Assigning Staff Liaison to One-Stop Center	41.9%
Provide Classes or Training	41.1%
Provide testing/assessment services	29.5%
Staff working at One-Stop	28.7%
Track referrals to or from the One-Stop	27.1%
Conduct workshops, conferences and informational meetings	27.1%
Arranging Job Fairs	20.9%
Provide skills labs	17.1%
Other	12.4%
Host the One Stop Center	10.9%
Provide cross-training of One Stop and Adult Education staff	10.9%
Reimbursing One-Stop Center for Services Rendered	2.3%

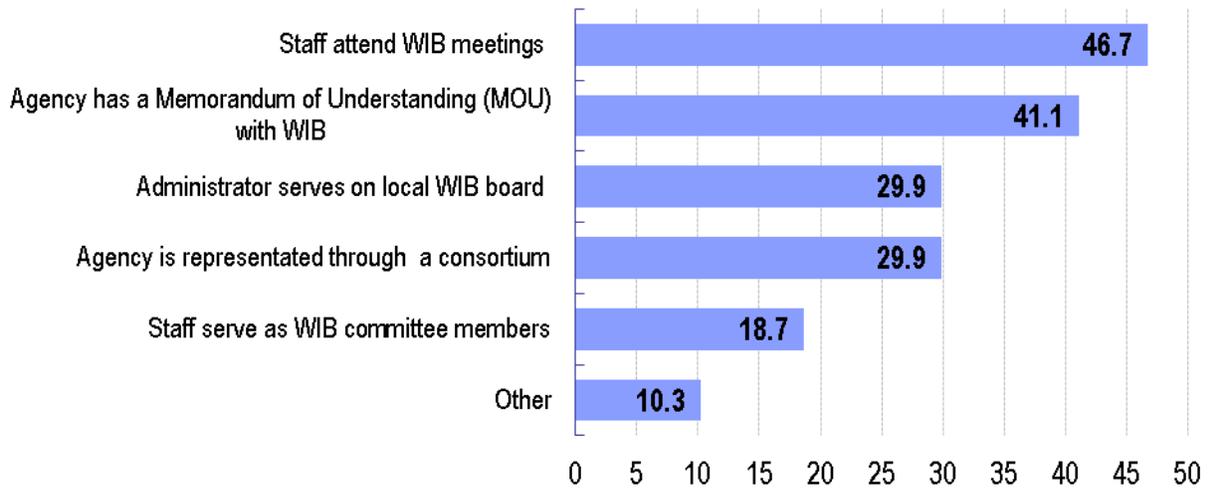
CASAS 2013

Effectiveness of Agency Interactions with Local One-Stop Center in 2012-13 (Percent of 129 Respondents)



CASAS 2013

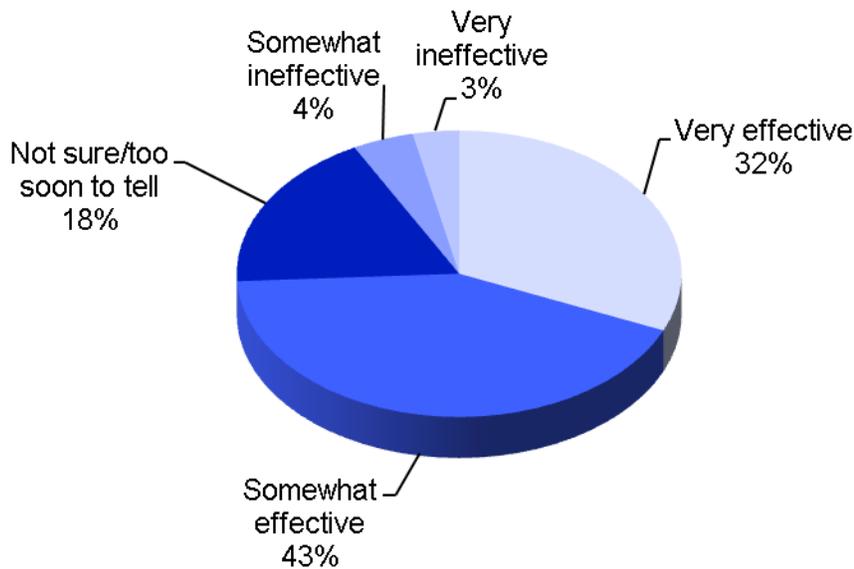
Ways Agencies Interacted with Local Workforce Investment Boards in 2012-13 (Percent of 107 Respondents)



	Other	Staff serve as WIB committee members	Agency is represented through a consortium	Administrator serves on local WIB board	Agency has a Memorandum of Understanding (MOU) with WIB	Staff attend WIB meetings
Ways	10.3	18.7	29.9	29.9	41.1	46.7

CASAS 2013

Effectiveness of Agency Interactions with WIB in 2012-13 (Percent of 107 Respondents)



CASAS 2013

APPENDIX F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2012-13

Funding Type	Total EL Civics Agencies
	<u>N</u>
Citizenship Preparation Only	2
Civic Participation Only	2
Citizenship Preparation and ABE 231	4
Civic Participation and ABE 231	29
Citizenship Preparation and Civic Participation only	6
Civic Participation, Citizenship Preparation and ABE 231	116
Total	159

CASAS 2013

EL Civics Agency Enrollment by Provider Type 2012-13

EL Civics Provider Type	EL Civics Enrollment		Total EL Civics Agencies
	<u>N</u>	%	<u>N</u>
Districts with Adult Schools	77,608	63.3%	121
Community College	40,951	33.4%	13
Community Based Organization	3,266	2.7%	18
Library	510	0.4%	3
County Office of Education	291	0.2%	4
Total	122,626	100.0%	159

CASAS 2013

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2012–13

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.	70	19,8627	18,351	92.4%
028C	Access the health care system and be able to interact with the providers.	70	19,149	18,062	94.3%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	44	16,474	15,178	92.1%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	42	9,680	9,000	93.0%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	57	8,599	8,041	93.5%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	27	7,964	7,246	91.0%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	34	7,891	7,404	93.8%
019C	Identify the rights of immigrants in the United States, and access local and state agencies that specialize in these rights.	12	7,658	6,981	91.2%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	30	7,584	6,841	90.2%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	30	6,146	5,639	91.8%

CASAS 2013

APPENDIX G

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

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

Program Years	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
WIA, Title II	855,021	866,571	696,831	598,486	524,904	493,208
Federal Table 4	602,837	618,767	434,428	392,918	354,066	302,169

2. California WIA, Title II Demographics (Page 6)

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

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

Gender	Percentage
Female	55.0%
Male	45.0%

3. California WIA, Title II Provider Type (Page 7)

Provider Type	Total Agencies
Districts with Adult Schools	154
County Offices of Education	5
Community Based Organizations	24
Community College Districts	17
Libraries	8
State Agencies	2

4. California WIA, Title II NRS Performance (Page 7)

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

5. California WIA, Title II NRS Overall Persistence And Performance Trend (Page 7)

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

6. California WIA, Title II GED® or High School Diploma Attainment (Page 8)

Program Year	Obtained GED® or H.S. Diploma	Qualified for NRS Federal Table 5 Reporting
2006-07	15,951	9,553
2007-08	21,895	11,951
2008-09	24,157	12,614
2009-10	25,022	8,377
2010-11	23,001	9,390
2011-12	21,691	9,008
2012-13	20,963	6,722