



# California Department of Education Adult Education Office

State-Funded Adult Education 2007-08

## California Adult School Program Impact

The California Adult Education Program serves state and national interests by providing lifelong educational opportunities and support services to more than 1.2 million adults. These opportunities and services address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic condition and become positive contributors to the economy and to their families and communities.

The ten authorized program areas (Ed Code 41976) include Adult Basic Education (ABE), English as a Second Language (ESL) including ESL-Citizenship (ESL-Cit), High School Diploma (H.S. Diploma) or Adult Secondary Education including General Education Development certification programs (ASE/GED), Citizenship, Career Technical Education (CTE), Adults with Disabilities (AWD), Health and Safety, Parent Education (Parent Ed.), Home Economics (Home Econ.), and Older Adults. School districts, adult schools, and county offices of education serve adult education learners in these ten program areas to provide diverse educational opportunities designed to meet adult learner needs.

California adult education programs not only focus on the specific academic skills needed for employment success, but also incorporate many job attainment and retention skills into the academic curriculum that lead to better and more sustained employment. The California Department of Education is committed to maintaining and developing the adult education system that provides Californians with necessary resources and tools to improve literacy and workforce skills.

California adult education programs support collaborative efforts with workforce centers, school districts, community colleges, welfare providers, correctional institutions, libraries, employers, community- and faith-based organizations, and the judicial system. Partnerships are developed to share resources and to refer clients. Such partnerships strengthen services and enhance students' academic experience. Through partnerships, programs can offer services such as transportation and child care to reduce the barriers for adults to attend classes. These partnerships make the most of limited resources and

increase the cost-effectiveness and efficiency of local adult education agencies.

The accomplishments of adult education students in California are showcased on the California Adult Education Students Succeed Web site at:

[www.AdultEdLearners.org](http://www.AdultEdLearners.org)



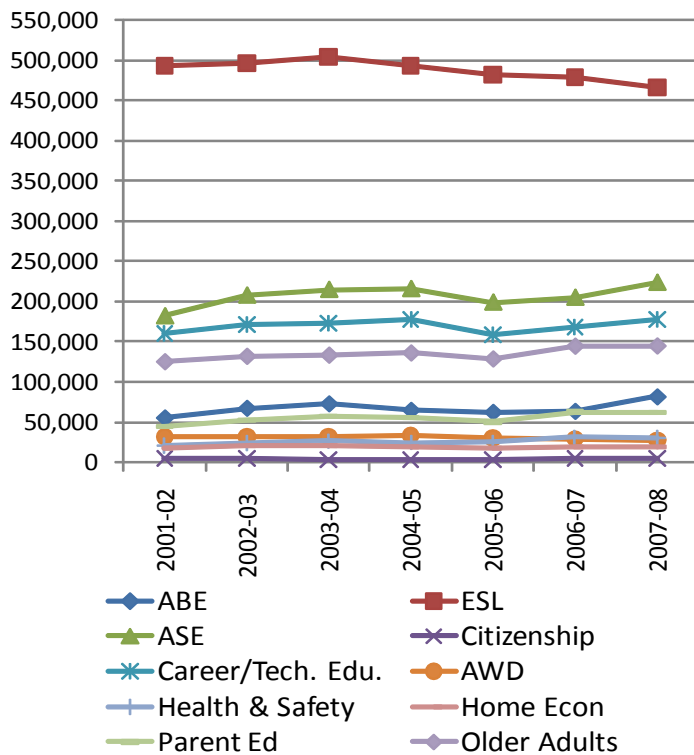
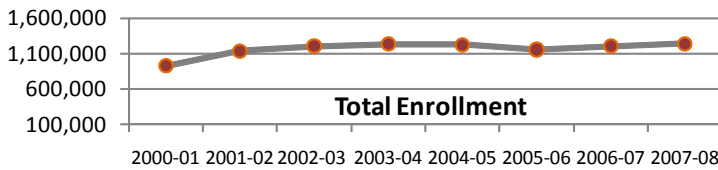
### Literacy Needs for California

- In California, one out of five adults out of school over the age of 18 does not have a high school diploma. According to the 2000 U.S. Census and the three-year (2005 to 2007) estimate of the American Community survey, the number of adults age 18 years or older residing in California without a high school diploma is approximately 5,326,458.
- More than 1.2 million California residents of labor force age are unemployed.
- Approximately 14 million (42.3 percent) of California residents speak a language other than English compared to 10.3 percent in the Midwest, 16.8 percent in the South, 21 percent in the Northeast and 31.5 percent in the West Region. One-third of the national non-English-speaking population lives in California.
- More than twenty-six percent of the total population in California is foreign-born. 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.
- There is a growing number of incarcerated individuals, most of whom lack basic literacy skills.

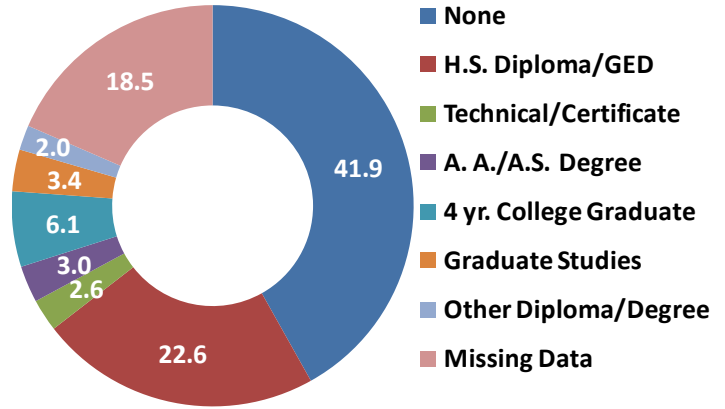
- The National Institute for Literacy (NIFL) figures indicate that a high school diploma or a GED nearly doubles the probability of working and staying employed.

**Learners Enrolled in Programs**

The adult education program in California focuses on the mission of serving the least educated and most in need. In 2007-08:



- 276 adult schools in California enrolled 1,239,449 adult learners supported through state apportionment funds. Enrollment in California adult schools increased by 33 percent compared to 2000-01.
- 466,235 learners enrolled in ESL.
- 223,521 learners enrolled in ASE/GED.
- 177,636 learners enrolled in CTE.
- 81,976 learners enrolled in ABE programs.
- Of the learners enrolled who reported labor force status, 288,427 were unemployed.
- More than 50 percent of the learners enrolled in adult education programs indicated improving English skills and basic skills as their primary goal.
- More than 40 percent of all adult school learners neither possessed a high school diploma nor a GED certificate at the time they entered their programs.



- More than 100,000 learners had a primary goal to earn a high school diploma or GED certificate.
- More than 75,000 K-12 learners were concurrently enrolled in adult education programs to complete requirements for a high school diploma.

**Impact**

California adult education programs help learners to:

- Attain employment and/or better their current employment.
- Obtain a high school diploma or GED.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, read, and write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

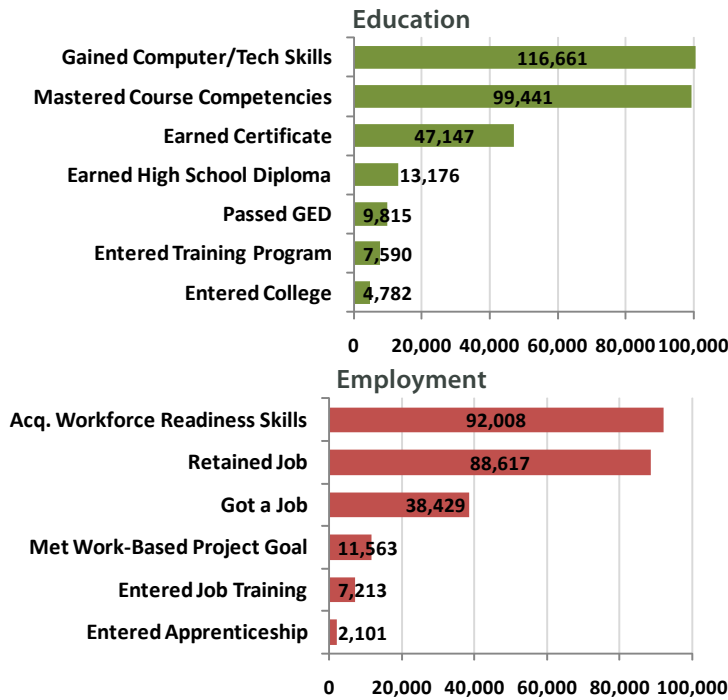
**Goal Attainment**

- Increasing literacy skills through adult education programs such as GED, ESL, and workplace literacy leads adults to job attainment and job retention.
- Increased literacy skills lead to higher earnings and economic self-sufficiency for the learner.
- Improved speaking, math, reading, and writing skills are strongly connected to earning power.

More than 65 percent of the learners enrolled in adult education programs in 2007-08 had completed or continued in their educational program. There were 227,696 learners who completed an instructional level and 461,165 who continued progressing in their education at the same level.

A significant proportion of learners reported outcomes such as the acquisition of computer or technical skills, mastered core competencies, the attainment of a

certificate, or workforce readiness skills. These results indicate that learners were able to achieve a wide array of educational and workforce preparation skills.



Learners whose primary goal was family-related cited increased involvement in their children's education (23.6 percent) and children's literacy (17.1 percent), and meeting a personal (52 percent) and family goal (40 percent). These learners also showed significant community-related outcomes.

**Promising Practices**

Promising Practice Awards recognize California ABE, ASE, or ESL adult education providers that have implemented strategies and practices to help students attain their goals, transition into postsecondary, improve program management, enhance learning through the use of technology and distance learning, and improve curriculum and instruction.

- Successful transition programs were designed by providers to inform students about different personal and professional options available to them after they complete ESL, ABE, and/or ASE courses. Since the implementation of the transition program, there has been a significant increase in GED class enrollment and student persistence.
- An ESL literacy volunteer project has improved the ESL classroom experience and has helped students to ease into their classes successfully. This project places volunteers (current or former students) in ESL classrooms to provide assistance to the instructors and instructional aides, especially helping to work with new students and getting them oriented to the classroom environment, setting up classroom materials and equipment, teaching students about

the assessment system so that they feel more comfortable with testing, and working one-on-one with students on classroom problems.

For more information on Promising Practices, please visit the CASAS Web site: <https://www.casas.org>



**Leadership Project Highlights**

The California Department of Education (CDE) contracts with three organizations to provide state leadership activities: (a) California Adult Literacy Professional Development Project (CALPRO); (b) Comprehensive Adult Student Assessment Systems (CASAS); and (c) 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: (1) Establish and implement professional development programs to improve the quality of instruction provided. (2) Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities. (3) Provide technical assistance to eligible providers of adult education and literacy activities.

**CALPRO** is committed to providing professional development to agencies.

- Launching the Administrative Leadership Forum in collaboration with CDE and the other state Leadership Projects. The Forum provides a venue for adult administrators to engage critically with peers on topics that affect the development, management, and sustainability of their adult education programs.
- Conducting the Adult Education Leadership Institute – a two-year leadership development program offered to California's new (three years or less) adult education administrators.
- Convening the Professional Learning Communities initiative. Administrative and instructional staff from agencies attended the Institute, a five-day intensive

professional development offering.

- Partnering with the National Institute for Literacy (NIFL) to offer Learning to Achieve: A Research-Based Training on Learning to Serve Adults with Learning Disabilities.
- Developing training for study-circle facilitators that allows agencies to choose a topic aligned with the focus of their site-based professional development plans.

**CASAS** provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs.

- Collaborating with CDE to work with a core group of adult schools and their One-Stop agency partners to streamline assessment and reporting, help coordinate data sharing, facilitate referral and tracking of clients between agencies, and to document job-related outcomes to provide more seamless service to adult learners and job seekers in California.
- Implementing CASAS eTests in seventy California agencies. The main advantages of computerized testing include placing students into programs quickly and accurately, generating test results immediately and eliminating hand scoring or scanning, automatically selecting the next test based on previous test scores, and tracking student progress from placement to pretest, post-test, certification, or program exit.
- Providing an online Data Portal that presents California adult learner data at the state and local agency level. Agencies can compare local performance with state goals and the performance of other local agencies, counties, geographical regions, and provider types.
- Facilitating WIA Title II and TOPSpro network groups in ten state regions. Field-based facilitators provide an opportunity for local agencies to share solutions and best practices.
- Providing onsite and online trainings encompassing various topics on program implementation, accountability, assessment and continuous improvement to more than 1,500 local agency adult education staff.

**OTAN** provides electronic collaboration and information and support for instructional technology and distance learning to literacy and adult education providers.

- Providing face-to-face hands-on training and online workshops on technology topics to help teachers keep abreast of developments in technology and how these new possibilities can support the progress of

adults improving their basic skills.

- Providing training through OTAN's Technology Integration Mentor Academy (TIMAC) to instructional technology leaders from all parts of the state who then work with colleagues to support the productive use of technology and offer professional development regionally and statewide.
- Hosting a three-day Technology and Distance Learning Symposium for 170 participants from around the state to provide information on instructional technology and distance learning for adult learners.
- Supporting the development of distance learning for adults through an online application and evaluation system, training on various aspects of running a distance education program, and purchasing statewide licenses for curriculum materials.
- Promoting electronic collaboration for adult educators throughout the state via e-mail lists, videoconferencing, online meetings, webinars and streaming video.

#### Current and Future Initiatives from the CDE

- The Adult Education Office (AEO) is developing a strategic plan to address the critical and emerging educational and workforce needs of adults throughout the state. The plan will provide a renewed vision for the California Department of Education's adult education system and identify strategies and resources necessary to implement the plan.
- The CDE has implemented a statewide ABE initiative to address program improvement strategies in California ABE funded programs and classrooms. One focus of the ABE Initiative is student transitions into postsecondary programs and the workforce.
- Statewide priorities include a focus on transitions to the workforce and postsecondary training. The California adult education system will demonstrate its effectiveness in moving students into postsecondary institutions, vocational training programs, and ultimately into higher paying, higher skilled jobs.

