



California Adult School Programs

Student Progress and Goal Attainment Report

Program Year 2009
July 1, 2008 to June 30, 2009

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

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California Department of Education, Adult Education Office

This report was prepared by Comprehensive Adult Student Assessment Systems (CASAS) — for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2008–09 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 Abbreviations and Acronyms

Please refer to the list below for abbreviations and acronyms that appears in the report.

ABE	Adult Basic Education
ASE	Adult Secondary Education
AWD	Adults with Disabilities
CAHSEE	California High School Exit Examination
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment Systems
CDE	California Department of Education
CTE	Career Technical Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Educational Development
Home Econ.	Home Economics
H.S. Diploma	High School Diploma
K-12	Kindergarten Through Grade Twelve
NRS	National Reporting System
OVAE	Office of Vocational Adult Education
OTAN	Outreach and Technical Assistance Network
Parent Ed.	Parent Education
P2P	Policy to Performance
PD	Professional Development
PLC	Professional Learning Community
T.E.A.L	Teaching Excellence in Adult Literacy
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
WIA, Title II	Workforce Investment Act, Title II
WSCS	Workforce Skills Certification System

Executive Summary

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 Developmental 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. The 2008–09 school year marked the first year, under the California State Budget Act, that designated adult education as a categorical program allowing districts to use adult education funding for any educational purpose. This change is effective through 2013.

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 CDE 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 Website at: www.AdultEdLearners.org



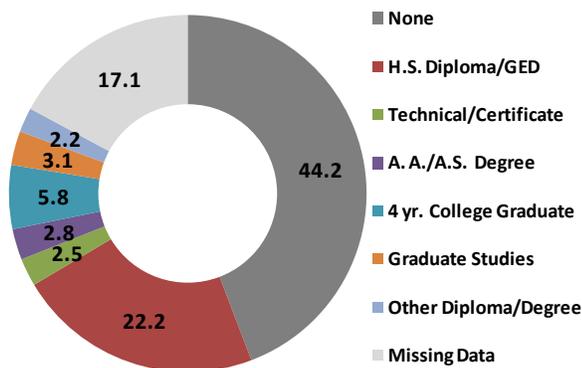
Literacy Needs for California

- In California 20 percent of adults (5.3 million people) lack a high school degree at a time when education or training beyond high school is the prerequisite for workforce success. The share of adults with less than a ninth grade education (9.7 percent) is more than twice the national average.
- Approximately 20 percent of all high school students drop out before graduation. Seventy percent of community college students place in remedial level mathematics, and 42 percent place in remedial-level English. The large four-year drop-out rate, coupled with a lack of preparation for postsecondary education that contributes to high college attrition rates, leads to a large population of adults who lack the foundational skills they need for success.
- While educational levels are declining, the economy is continuing its long-term transition to requiring a workforce with greater levels of specialized skills and knowledge. Jobs requiring some postsecondary training or education but less than a bachelor's degree will account for 43 percent of job openings in the future. Another 32 percent will require a bachelor's degree or higher. Only 25 percent will require high school plus short-term on-the-job training.
- More than 26 percent of the total population in California is foreign-born. Many of them need English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children's education.

Learners Enrolled in Programs

The adult education program in California focuses on the mission of serving the least educated and most in need. In 2008–09:

- 258 adult schools in California enrolled 1,212,068 adult learners supported through state apportionment funds.
- 444,892 learners enrolled in ESL.
- 226,053 learners enrolled in ASE/GED.
- 180,494 learners enrolled in CTE.
- 76,516 learners enrolled in ABE programs.
- Of the learners enrolled who reported labor force status, 323,636 (26.7 percent) 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 H.S. Diploma nor a GED certificate at the time they entered their programs.
- More than 100,000 learners had a primary goal to earn a H.S. Diploma or GED certificate.
- Nearly 75,000 K-12 learners were concurrently enrolled in adult education programs to complete requirements for a H.S. Diploma.

Impact

California adult education programs help learners to:

- Attain employment or better their current employment.
- Obtain a H.S. 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.

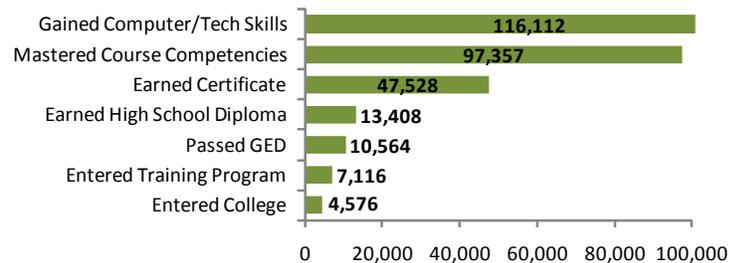
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

Goal Attainment

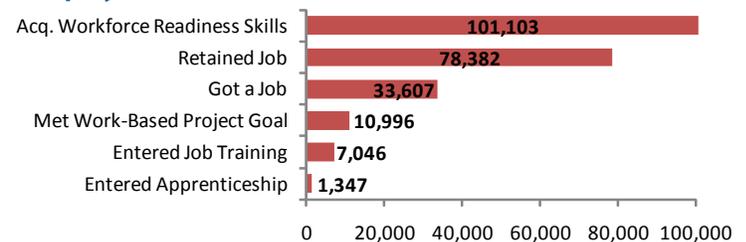
- Increased literacy skills through adult education programs such as GED, ESL, and workplace literacy leads adults to job attainment and job retention.
- Increased literacy skills lead to higher earnings and economic self-sufficiency for the learner.
- Improved speaking, math, reading, and writing skills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

More than 65 percent of the learners enrolled in adult education programs in 2008–09 had completed or continued in their educational program. There were 230,677 learners who completed an instructional level and 435,070 who continued progressing in their education at the same level.

Education



Employment



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 (21 percent) and children's literacy (15 percent), and meeting a personal (55 percent) and family goal (48 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 support and mentor ESL students to allow them to transfer to credit community college courses or vocational certificate programs. Students enroll in a minimum of 12 units with at least 3 that are non-ESL courses. Each student is given a mentor who assists with enrollment and provides support. These mentors also expose the students to different opportunities for the future, such as scholarships and academic support resources.
- A provider restructured its ABE program to focus on helping students set clear academic and professional goals, and to run a more effective and efficient transition program to accommodate budget reductions and decreased funding. CASAS pretest scores are used as an entry requirement to take the ABE pathways class, and students are required to maintain at least a 90 percent attendance rate in the ABE pathways class. Most students are prepared to transition into a CTE program after 40-50 hours in the pathways class.
- A provider created a two-week ESL Orientation/ Success class that all incoming ESL students are required to take before entering a class. This gives students the knowledge and skills required to succeed and teaches them the importance of class attendance, working in groups, completing class assignments, and setting long- and short-term goals. Students also are able to form relationships with other students, which creates a comfortable environment and a support system for them.

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

Leadership Project Highlights

The CDE contracts with three organizations to provide state leadership activities: (1) California Adult Literacy Professional Development Project (CALPRO); (2) 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: (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; and (3) Provide technical assistance to eligible providers of adult education and literacy activities.

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 adult education programs and parolee programs to implement the CASAS National Workforce Skills Certification System (WSCS) that measures readiness for work. Adult education programs provide instruction, and based on the student profile, work with the One Stops and employers to link participants to available jobs matching their skills profile.
- Implementing CASAS eTests in 95 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 Tracking of Program and Students (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 continuing improvement to more than 3,000 local agency adult education staff.

CALPRO is committed to providing professional development (PD) to agencies.

- Providing the two-day New Administrators' Orientation, the year-long Leadership Institute, and the Administrators' Forum webinar series. These provide a venue for adult administrators to have differentiated PD offerings that introduce evidence-based administrative practice and engage critically with peers on topics that affect the development, management, and sustainability of their adult education programs.
- Conducting the Professional Learning Communities (PLC) initiative, five days of PD for administrative and instructional staff to build agency-based PLCs functioning to understand and improve student learning.
- Partnering with the National College Transition Network, CALPRO conducted the California College Transition Institute and Summit meeting to explore the policy, research, and practice associated with transitioning learners to college.
- Partnering with 17 adult education agencies to offer 38 regional workshops on core adult education content to more than 500 participants.

OTAN provides support for instructional technology and distance learning to literacy and adult education providers as well as extensive online information and collaboration.

- Providing training through OTAN's Technology Integration Mentor Academy (TIMAC) to 30 instructional technology leaders from all parts of the state who then work with colleagues to promote the effective use of technology in instruction and offer professional development regionally and statewide. .
- Hosting a three-day Technology and Distance Learning Symposium for over 100 participant from around the state to provide a variety of professional development topics on integrating technology into instruction and on providing instruction at a distance.
- Providing 82 face-to-face hands-on training and online workshops on technology topics to 854 instructors and administrators to help them keep abreast of new possibilities that technology offers for increasing the basic skills of 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 via e-mail lists, videoconferencing, online meetings, webinars and streaming video.

Current and Future Initiatives from the CDE

- The 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 of CDE's adult education system and identify strategies and resources necessary to implement the plan.
- Policy to Performance (P2P): Transitioning Adults to Opportunity. The CDE was one of eight selected by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) for this new initiative. The focus of the project is on transitioning adults to postsecondary education and training. Objectives are to enhance college readiness for low-skilled adults through increased and quality access to training and learning opportunities.
- Teaching Excellence in Adult Literacy (T.E.A.L.) The CDE applied for and is one of 12 states selected for this federal initiative. The initiative targets enhancing the quality of teaching in ABE classes, with emphasis on evidence-based practices in writing instruction.
- 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.



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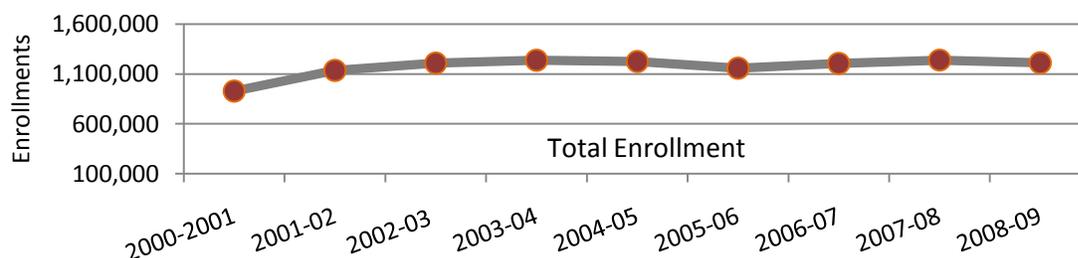
California Adult School Programs — Overview

School districts and county offices of education along with adult schools serve adult education learners in ten funded program areas to provide diverse educational opportunities designed to meet adult learner needs. The ten program areas are 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. The abbreviations identified on the previous page appear throughout this report. The number of agencies approved to offer adult school programs in the State of California is 382. In 2008–09 the 258 adult schools in California enrolled 1,212,068 adult learners supported through state apportionment funds. In addition to the 258 (67.5 percent of total) agencies that submitted data, 77 (20 percent of total) agencies did not provide information on their adult school learners, and 47 (12.3 percent of total) additional agencies are inactive. The non-reporting and inactive agencies are among the smallest agencies in terms of adult school enrollment, representing less than two percent of the state adult school enrollment. This report presents the results of data collected by the Comprehensive Adult Student Assessment Systems (CASAS) from all learners enrolled in California adult schools. The report analysis was prepared by CASAS under contract with the California Department of Education (CDE).

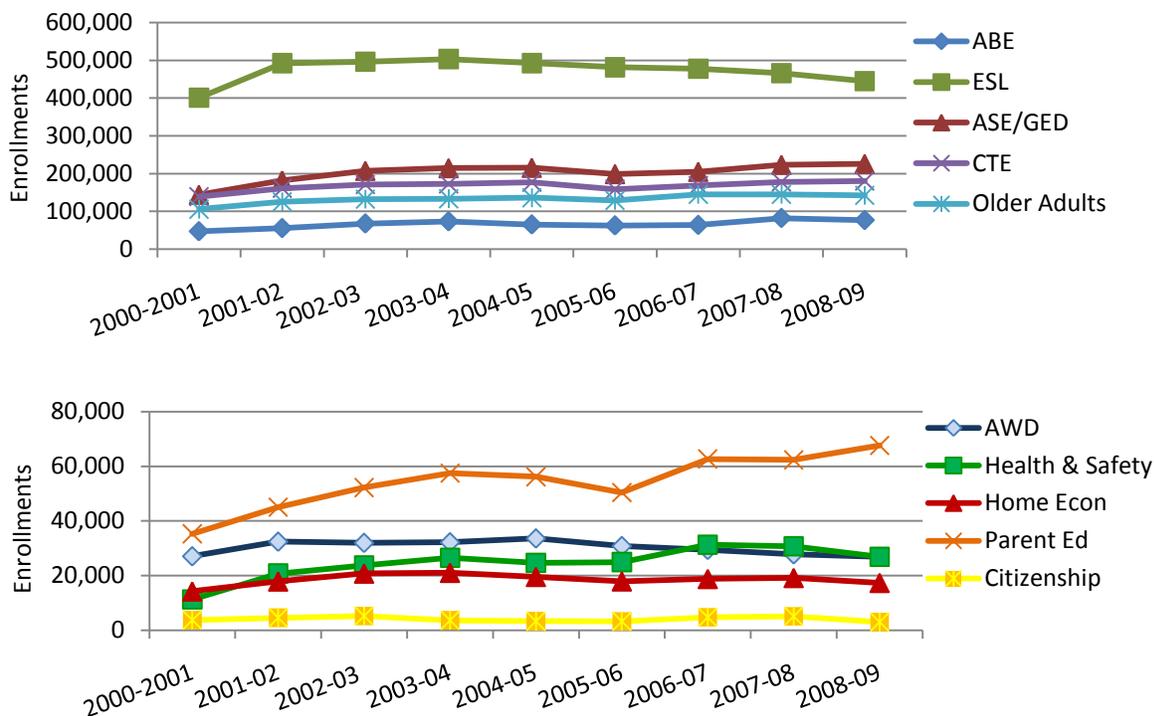
Program Enrollment and Demographic Information

Student enrollment in California adult schools shows a slight decrease (2.2 percent) compared to 2007–08. A higher number of agencies, 77 (20 percent) did, not submit data in 2008–09 compared to 59 agencies (15.4 percent) in 2007–08. The downward trend in enrollment occurs in seven of the ten programs areas, ABE (6.7 percent), ESL (4.6 percent), Citizenship, AWD, Health and Safety, Home Econ., and Older Adults in comparison to the previous program year. The ASE/GED, Parent Ed. and CTE programs show a slight increase in enrollment in comparison to 2007–08 enrollments.

Figure 1 Adult School Enrollment over Seven-Year Period (2000–2009)

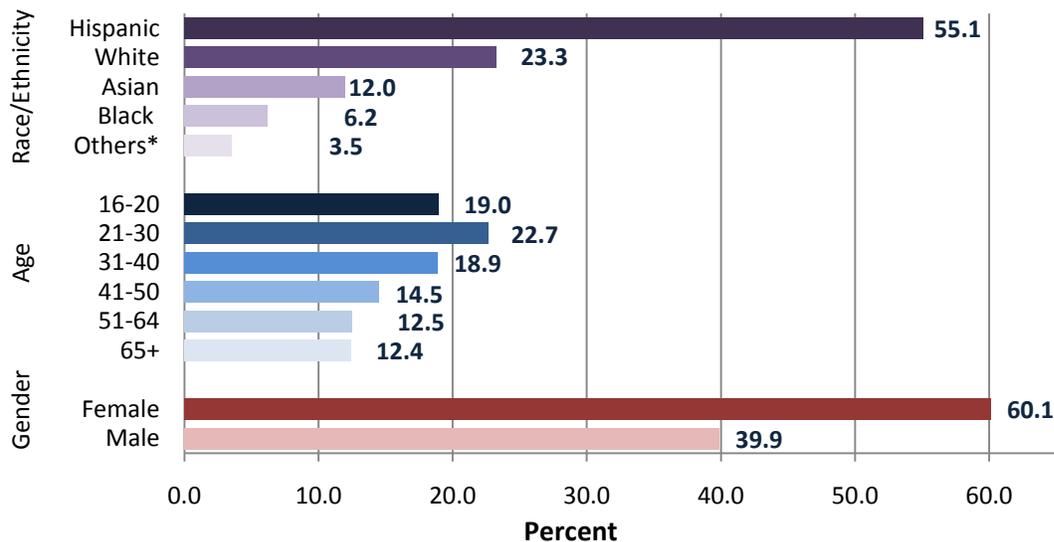


Student enrollment patterns as a percentage of total enrollments in each of the ten programs over the past six years have not varied greatly. Figure 1 shows the enrollment trend over the past program years in each of the ten program areas.



Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in adult education programs in California are Hispanic (55.1 percent) and White (23.3 percent). Adult learners are more likely to be female (60.1 percent) than male (39.9 percent). The largest group of adult school learners (41.6 percent) is between the ages twenty-one to forty. See Figure 2.

Figure 2 Adult School Learners' Demographics at a Glance



* Note: Other includes Filipino, American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander.

The gender ratio favors females in all of the 10 program areas. The ratio is most similar in ASE/GED and is most disparate in the areas of Home Econ., Parent Ed., Health & Safety, and Older Adults. See Figure 3.

Figure 3 Gender Distribution of Adult School Learners by Instructional Program

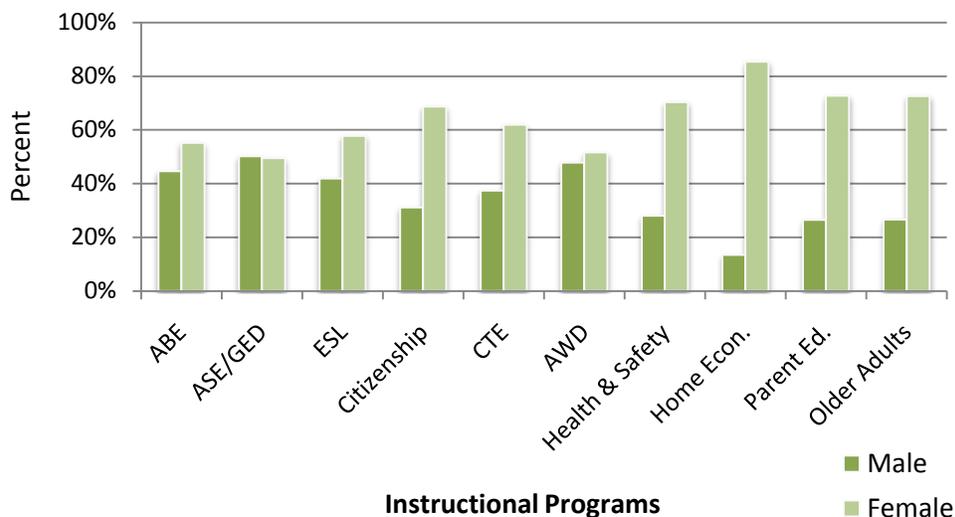
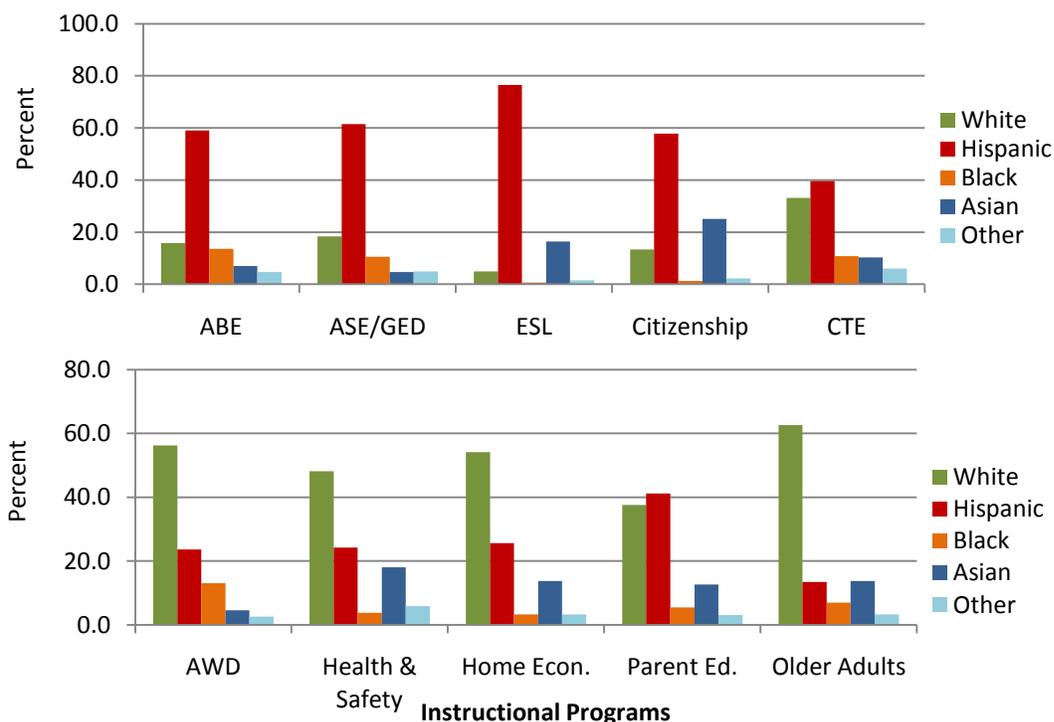


Figure 4 Ethnic Distribution of Adult School Learners by Instructional Program



Whites continue to constitute the majority enrollment in AWD, Health & Safety, Home Econ., and Older Adults, while basic skills (ABE, ASE/GED, and ESL) have a Hispanic majority enrollment. Other includes American Indian, Alaskan Native, Filipino, Native Hawaiian, and other Pacific Islander, constituting 3.5 percent of the total enrollment. See Figure 4.

Figure 5 shows race distribution patterns as a percentage of total enrollments. The percentage remained steady for the last two program years.

Figure 5 Ethnic Distribution of Adult School Learners over Eight-Year Period

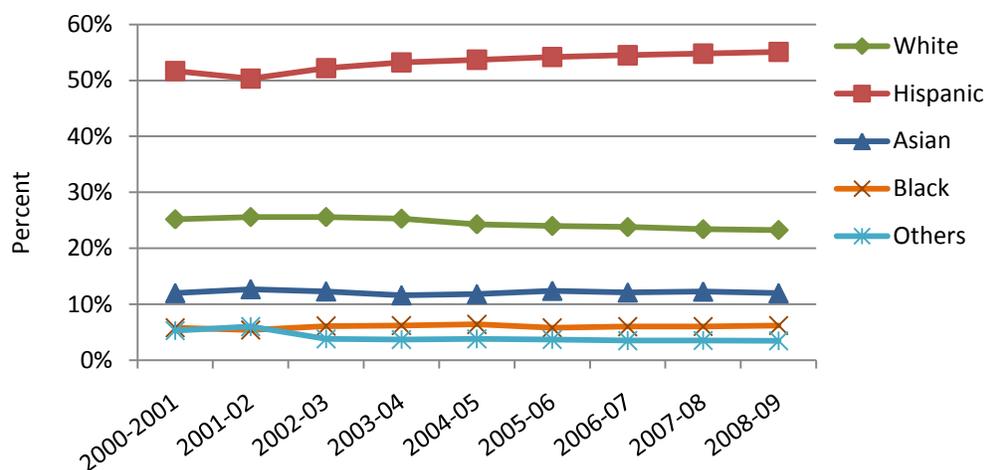
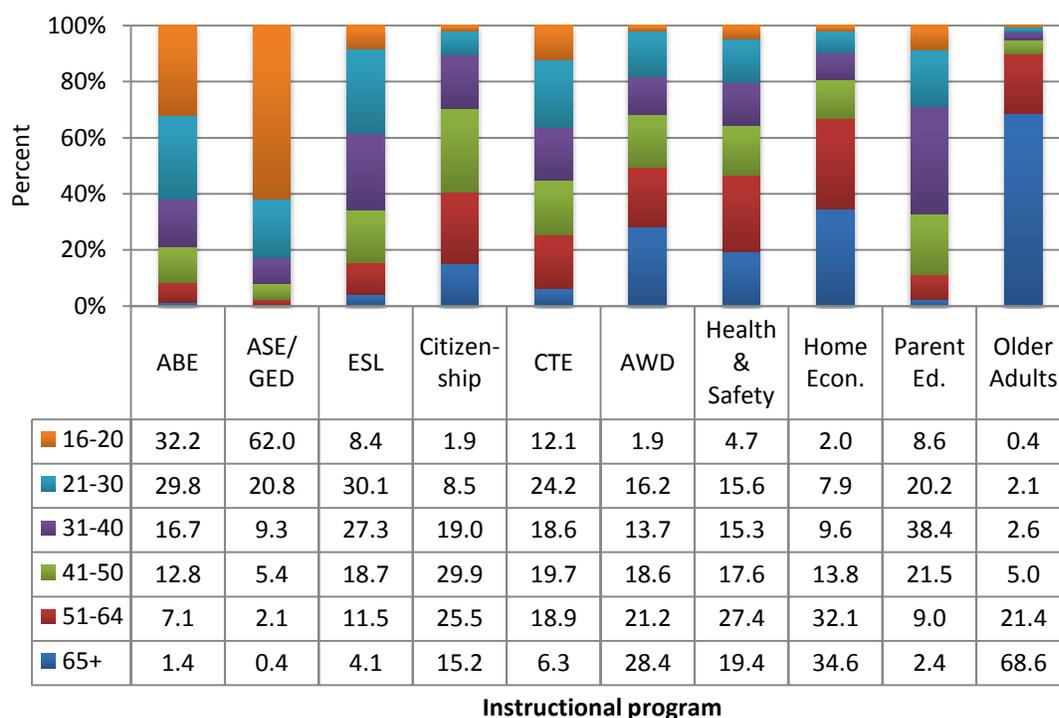


Figure 6 Age Distributions of Adult School Learners by Instructional Program



ASE/GED followed by ABE continue to have the youngest learner cohort. AWD and Older Adults continue to have the oldest cohort. ASE/GED programs served the highest percentage (62 percent) of learners under the age of twenty-one, while ESL served learners between the ages of twenty-one and thirty (30 percent). Learners between thirty-one and forty years of age represent the most common age range for those

enrolled in Parent Ed. classes. Adult education programs are successfully attracting youth who exited traditional kindergarten through grade twelve (K-12) programs before completing the requirements for a H.S. Diploma. The ASE/GED programs assist these students in completing the requirements for a high school diploma, and preparing them to pass the GED, in addition to helping K-12 learners complete program requirements for graduation. See Figure 6.

Educational Background

The adult education program in California is congruent with its historical primary goals of serving the least educated and most in need. According to the state profiles of the Adult Education target population by OVAE (updated in 2005 from the 2000 U.S. Census) and the three-year (2005 to 2007) estimate of the American Community survey, the number of people residing in California without a high school diploma is approximately 5,326,458 (19.9 percent of the adult population ages 18 years or older). Of these adults 13.3 percent are between the ages of 18 to 24, and 86.7 percent are 25 years or older. Figure 7 shows the distribution of adults without a H.S. Diploma according to the eleven geographical regions in California. The majority of the adults without a diploma live in the Los Angeles region (33.6 percent), followed by the southern region (14.2 percent) and Rims region (11.8 percent).

Figure 7 Distributions of California’s Adult Population Without a H.S. Diploma by Geographical Region

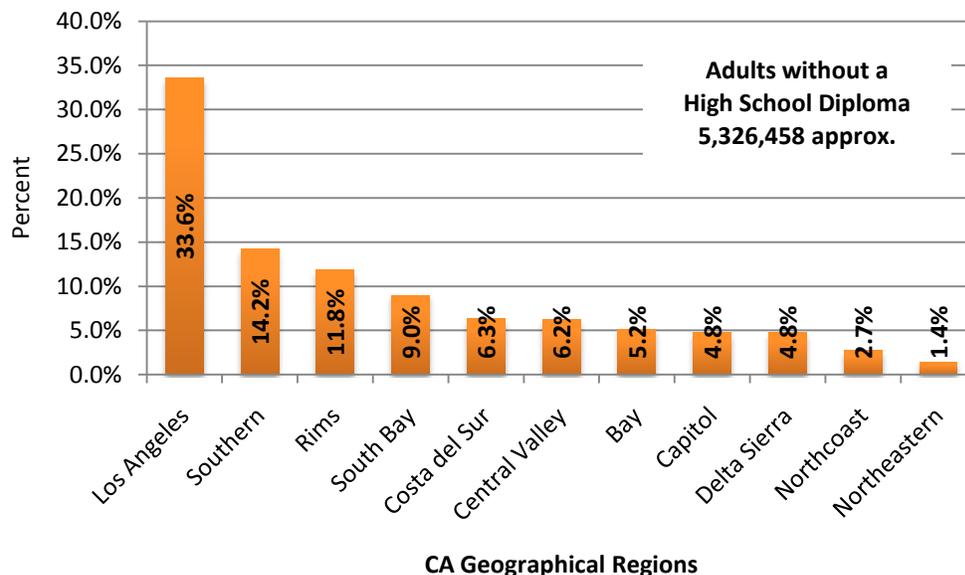


Figure 8 displays the percentage of the adult population without a H.S. Diploma by each of the eleven regions in California. The chart also shows the overall percentage of adults without a H.S. Diploma in California compared to the United States as a whole. The Central Valley region has the highest percentage of adults without a H.S. Diploma. The Los Angeles region ranks third, even though the majority of the adults without a

H.S. Diploma are from that region. The percentage of adult without a H.S. Diploma is lower in northern California (Northcoast, Northeastern, South Bay, Bay, and Capitol regions) compared to California and the United States overall.

Figure 8 Percent of Adult Population Without a H.S. Diploma by Geographical Region

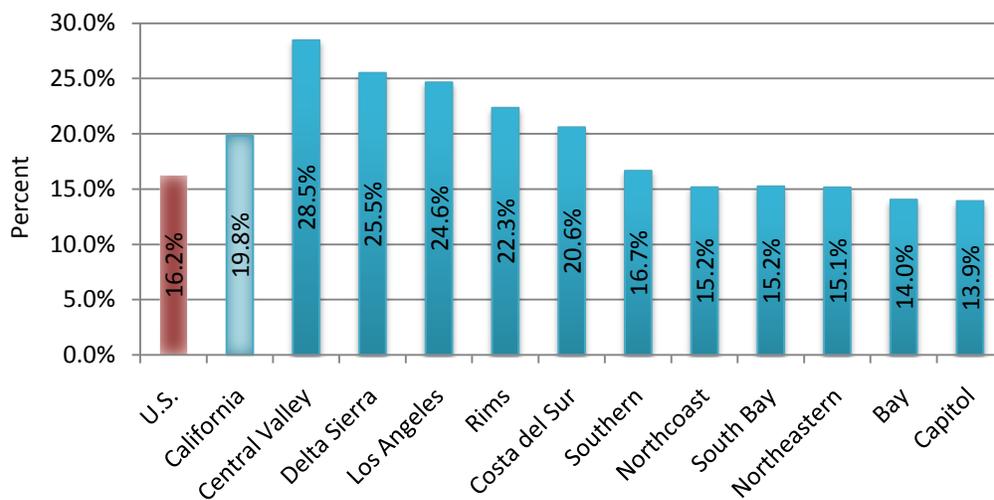
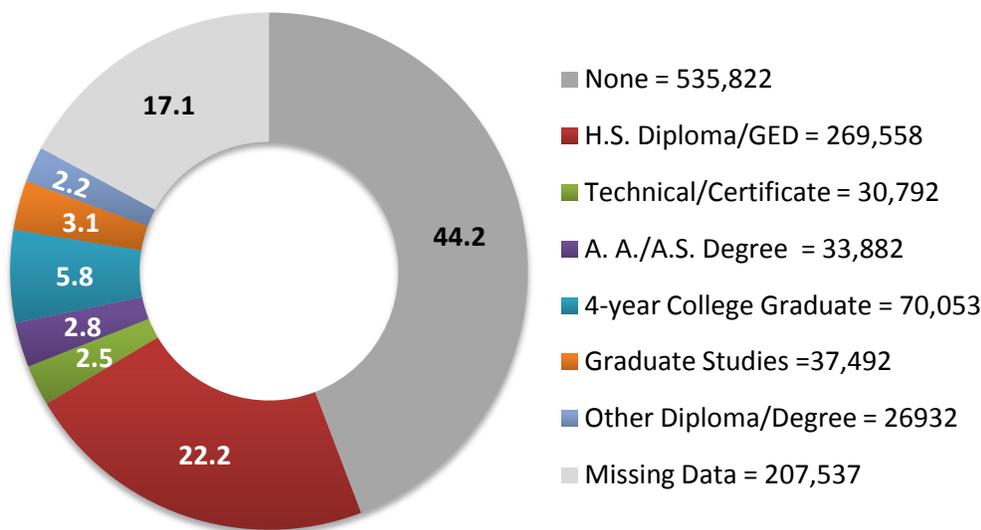
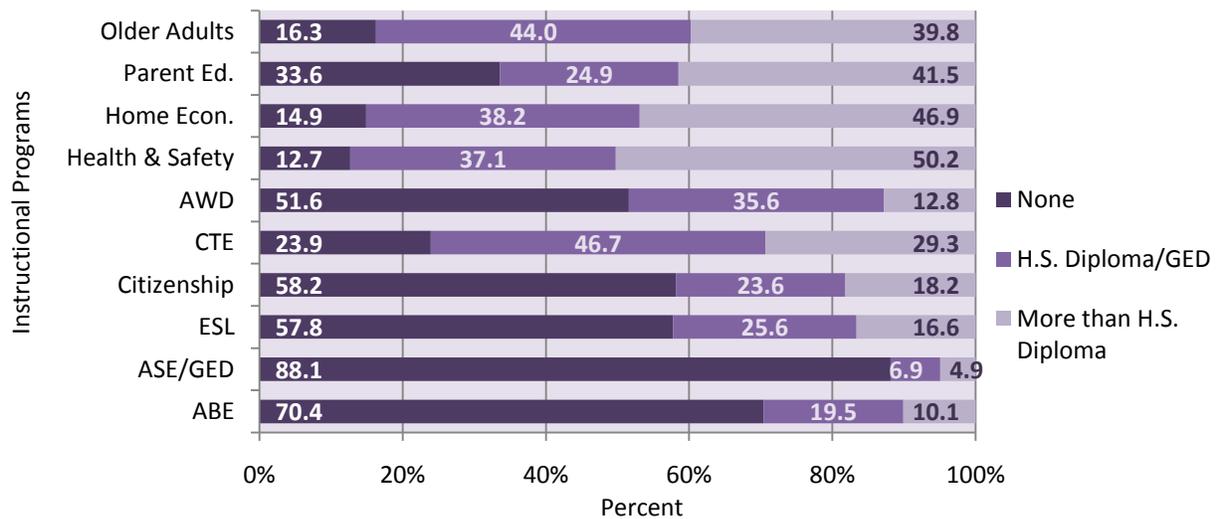


Figure 9 Highest Degree Earned by Adult School Learners Prior to Enrollment



Adult school programs in California served a plurality of learners who entered without a basic secondary education. More than 40 percent of all adult school learners indicated they neither possessed a H.S. Diploma nor a GED certificate at the time they entered their programs. See Figure 9.

Figure 10 Highest Degree Earned by Adult School Learners Prior to Enrollment in Instructional Program



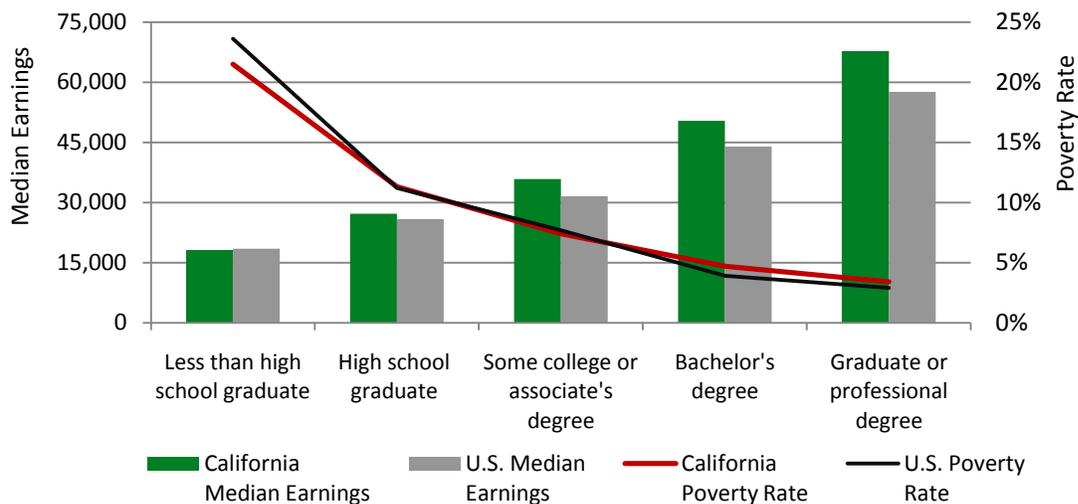
Specifically, a plurality of the learners enrolling in California’s basic skills programs and Citizenship (ABE, ASE/GED, ESL, and Citizenship) earned no formal degree prior to enrollment. Of the learners who reported their highest degree earned, 70.4 percent of ABE learners and 57.8 percent of ESL learners indicated they had neither a diploma, GED certificate, technical training, nor degree. A higher percentage of the learners enrolled in CTE, Health & Safety, Home Econ., Parent Ed. and Older Adult programs have a H.S. Diploma or more advanced education. See Figure 10.

Figure 11 Learners Without a Formal Degree



Almost 55 percent of the learners enrolled without a formal degree are female — especially those 25 and older. A majority of young adult learners between the ages of 16 to 24 without a degree are male. See Figure 11.

Figure 12 California Median Earnings and Poverty Rate (U.S. Census 2005) Compared to Educational Background

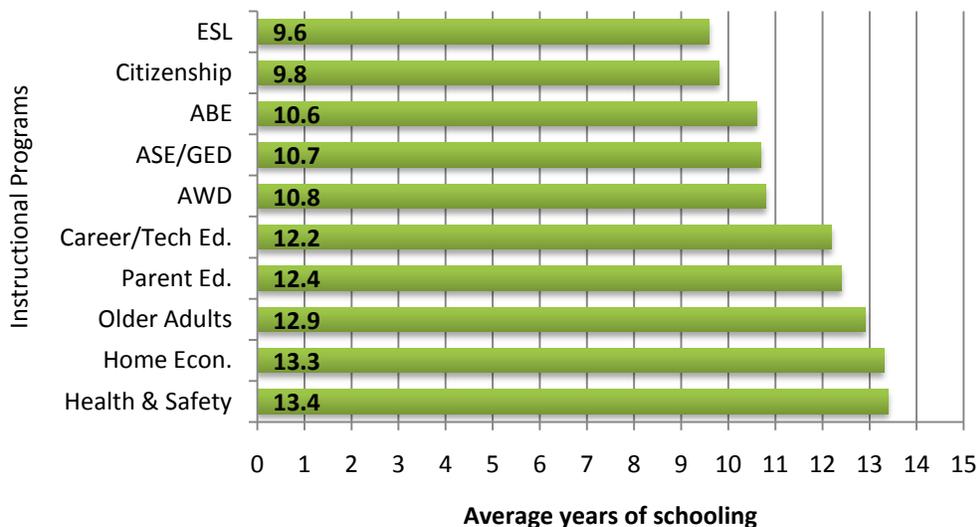


Source: U.S. Census Bureau Fact Sheet 2005. All data represents population 25 years and older.

Educational attainments positively affect income, employment, and the poverty rate. Figure 12 compares median earnings of the California population to the United States according to level of education completed. The chart shows that individual incomes increase and poverty rates decline with higher educational attainment.

The ABE, ESL, ASE/GED, Citizenship, and AWD programs enrolled a majority of learners who have fewer than twelve years of schooling. The remaining program areas have, on average, learners with twelve or more years of schooling. See Figure 13.

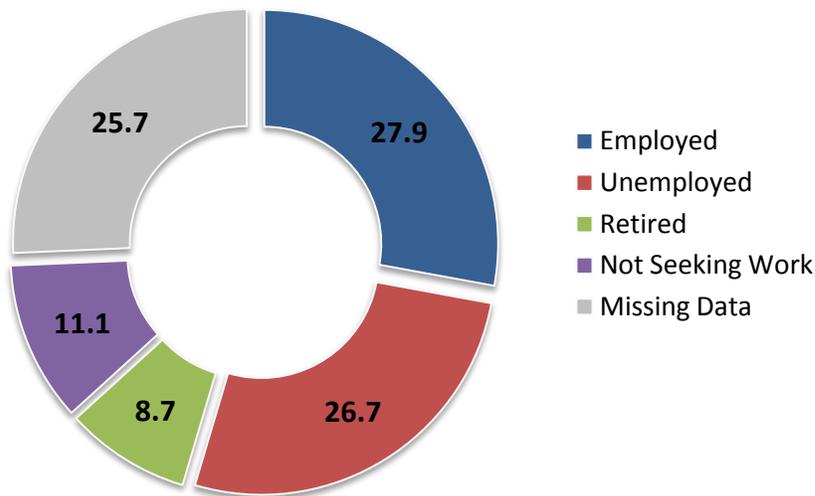
Figure 13 Average Years of Schooling of Adult School Learners by Program



Labor Force Status

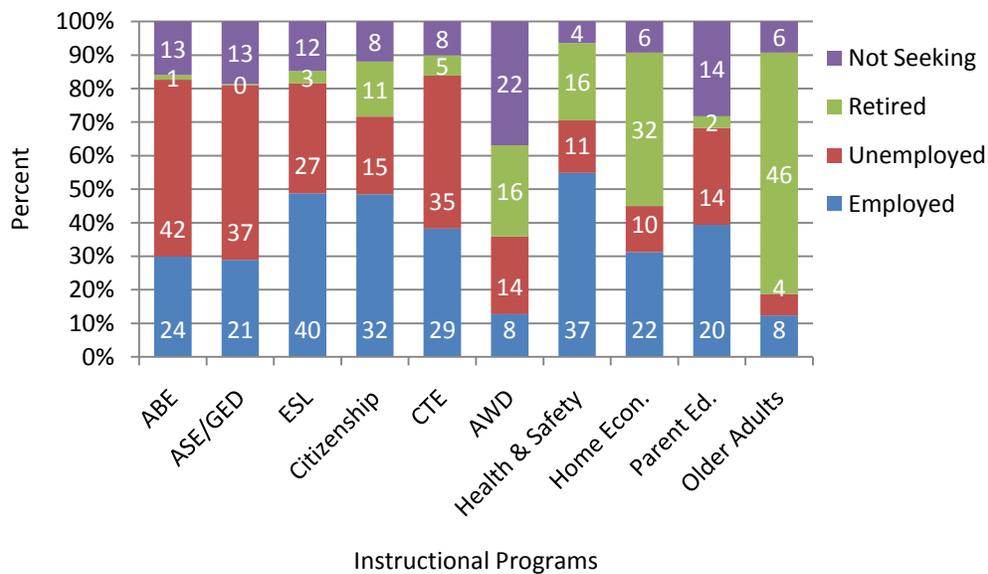
The employment status of adult learners upon entry into their programs was as follows: employed (27.9 percent), unemployed (26.7 percent), retired (8.7 percent), and not seeking work (11.1 percent). The percentage of employed in adult programs decreased slightly and the percentage unemployed increased slightly compared to 2007–08.

Figure 14 Labor Force Status



Among the WIA, Title II funded programs, ESL had the highest proportion of employed learners. Basic skills programs and CTE has the highest proportion of learners without a job. See Figure 15.

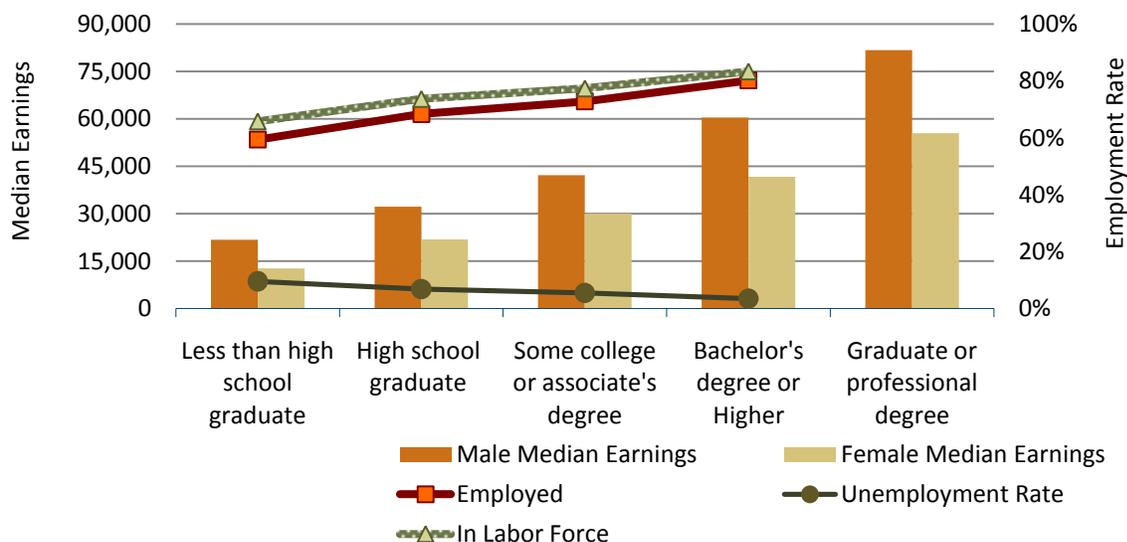
Figure 15 Labor Force Status by Instructional Program



The data published by the U.S. Census Bureau for the State of California show that the percentage of adults employed and in the labor force increases with higher levels of

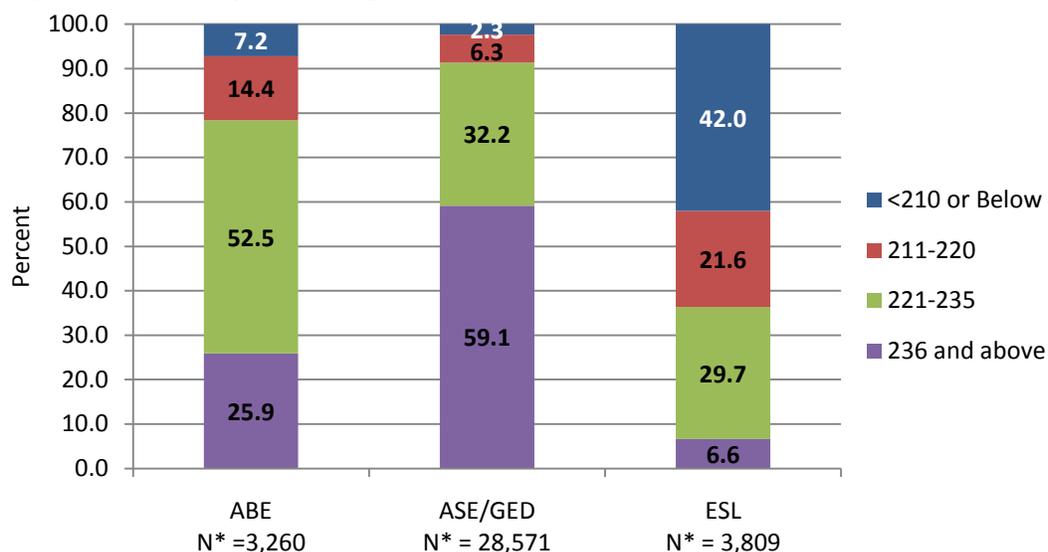
education attained. Median earnings also correlate positively with education attained. See Figure 16.

Figure 16 California Median Earnings by Gender and Employment Rate (U.S. Census 2005) Compared to Educational Background



Source: U.S. Census Bureau Fact Sheet 2005. All data represents population 25 years and older.

Figure 17 Percentage of ABE, ASE, and ESL learners with Goal of H.S. Diploma/GED by Reading Pretest Scores



Note: N* represents the number of learners whose primary reason for enrollment was to get a H.S. Diploma or a GED certificate and had taken a CASAS reading test during the program year 2008–09.

Earning a H.S. Diploma or GED certificate in one term or within the school year may not be a realistic goal for many learners enrolled in ASE/GED. A substantial percentage of these new entrants have low skill levels. Among the 3,809 ESL learners, 63.6 percent of

those who indicated obtaining a H.S. Diploma or GED within one year as their primary goal scored at 220 or below on a CASAS pretest. A scale score at or below 220 indicates a low probability of achieving a sufficient proficiency level to secure a H.S. Diploma or GED within a program year. As shown in Figure 17, only 8.6 percent of those enrolled in ASE/GED classes were at or below a CASAS 220. However, these 2,477 learners comprising this 8.6 percent might have been better served by placement in a level of ABE that would meet their more immediate needs for English and basic skills improvement. This also may be true for many of the 9,200 (32.2 percent) learners in ASE/GED scoring between 221 and 235 on a CASAS reading pretest. Those scoring at the higher end of the range would have a better chance of attaining their goal of a H.S. Diploma than those scoring at the lower end.

Primary Reasons for Enrollment

Figure 18 Key Primary Reasons for Enrollment of Learners upon Entry

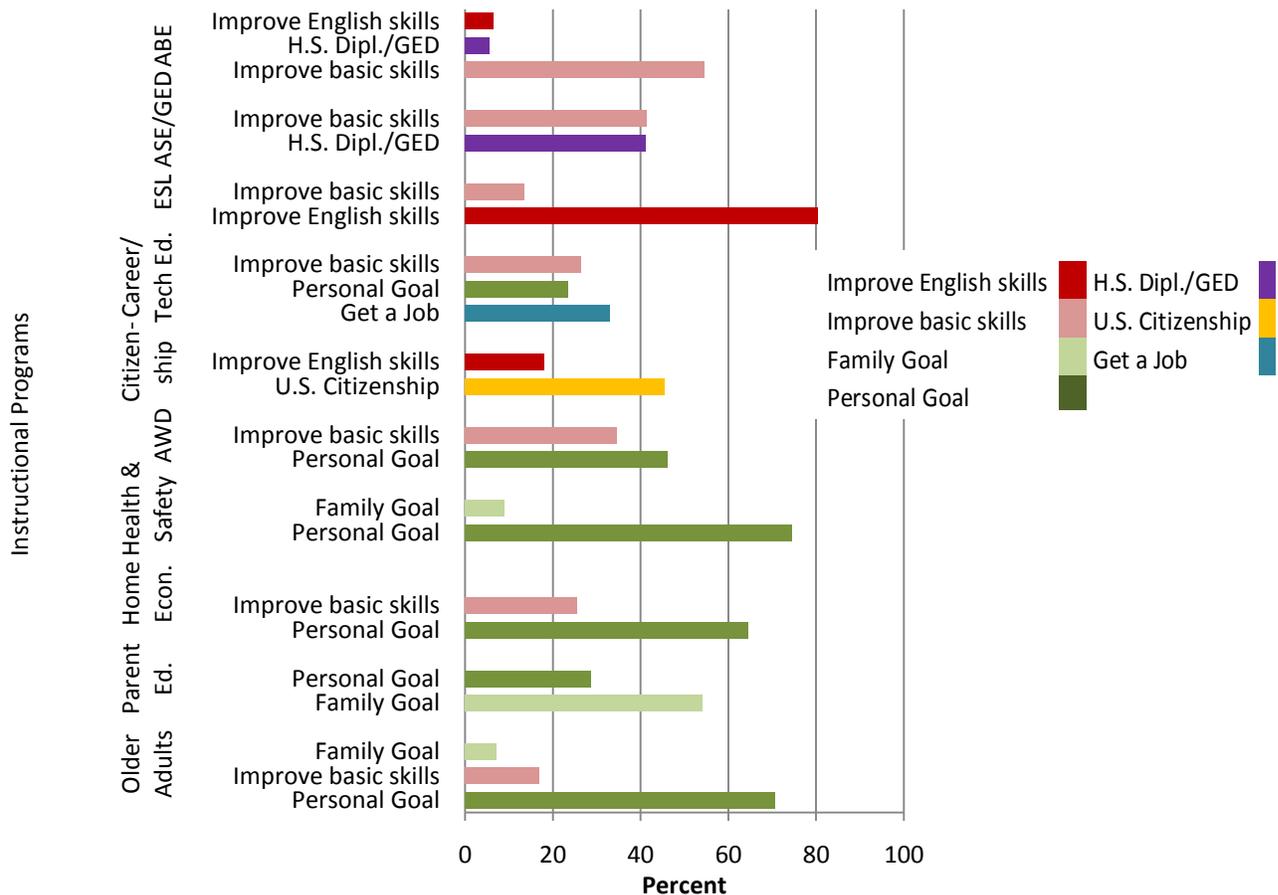
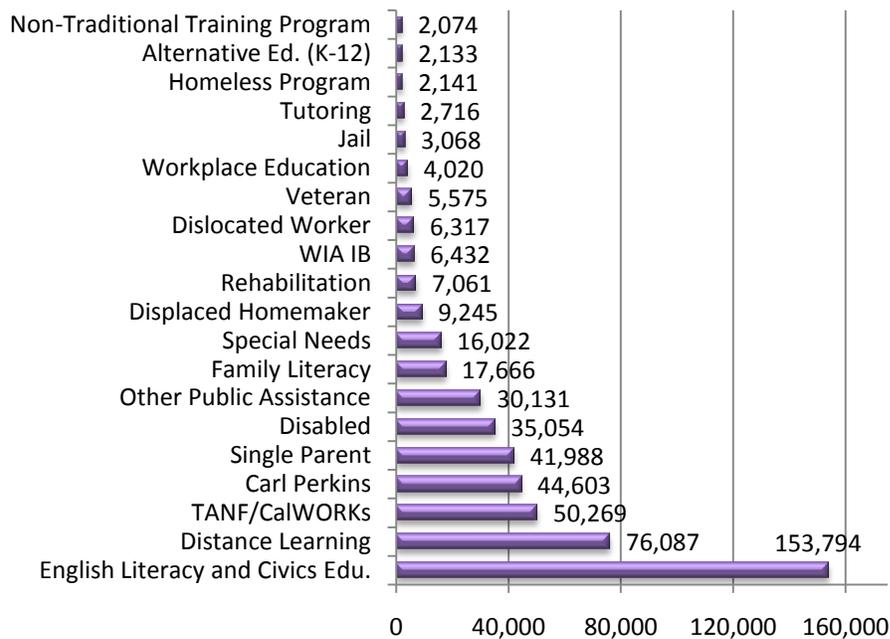


Figure 18 shows the primary reasons for enrollment in each program area. ABE, ASE/GED, and ESL have a higher percentage of learners enrolling whose main reason for enrollment is to improve basic skills, to get a H.S. Diploma, or to improve English skills, respectively. The primary reason that learners enrolled in AWD, Health & Safety, Home Econ., and Older Adults was to achieve personal goals.

Figure 19 Personal Status and Special Programs Endorsement by Adult School Learners at Program Entry



Students enrolled in special programs received instructions about how to complete the Student Entry Record. Because special program enrollments are not mutually exclusive, there is overlap between programs. The total number of learners on public assistance (Temporary Assistance for Needy Families/California Work Opportunity and Responsibility to Kids or other public assistance) has increased from 62,568 in 2007–08 to 80,400 in 2008–09. See Figure 19.

Learner Goal Attainment

The Student Update Record collected data for all learners who completed an Entry Record at the end of the instructional period prior to June 30, 2008. Goal attainment includes learners' enrollment status, progress and results, as well as their known reasons for exiting. Of the 1,212,068 learners enrolled in adult school programs, 967,893 specified their status on the Student Update Record. More than 65 percent of those had completed or continued in their educational program, 15.6 percent left before completion, and 15.6 percent did not attend or had fewer than 12 hours of instruction. Learner progress is analyzed for 665,747 (68.8 percent) of learners who remained in an instructional program or made a positive termination — that is, they completed a goal or level before leaving the program. Of these 665,747 learners, 15 percent completed and left their adult education instructional program, 19.6 percent completed a level and moved up, and 65.4 percent continued progressing in their education at the same level.

Figure 20 Enrollment Status of Adult School Learners at Time of Student Update —Total 2008–09 Enrollment to Learners Persisting in Program

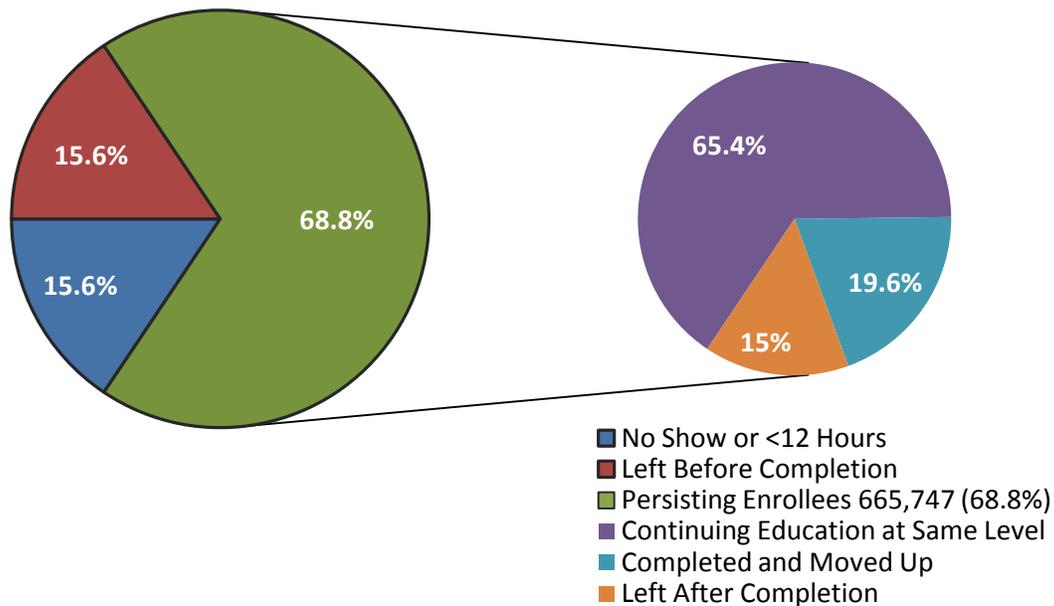


Figure 21 shows the proportion of learners who persisted by remaining in the program or leaving after they completed an instructional level (665,747 learners). Conversely, it also shows the proportion of non-persisting learners who either never attended class or left the program before they completed an instructional level.

Figure 21 Instructional Program Enrollment Status of Adult School Learners Ordered by Persistence and Contrasted with Non-Persistence (No Shows and Left Before Completing a Level)

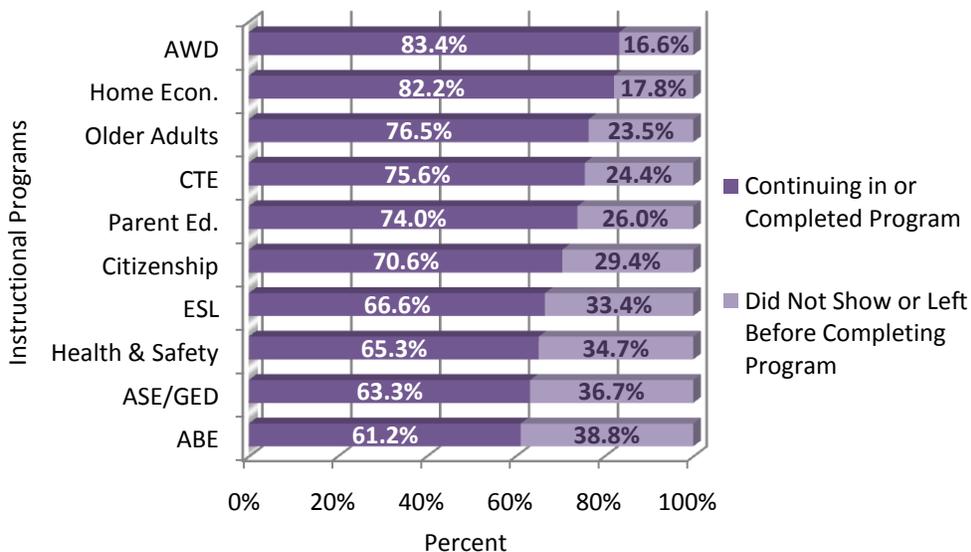


Figure 22 Positive Learner Outcomes of Adult School Learners Ordered by Total Percent Completing

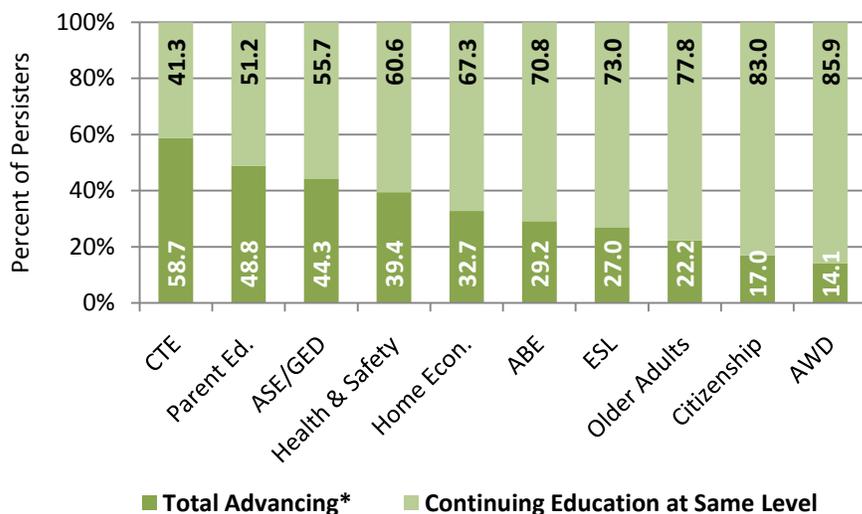
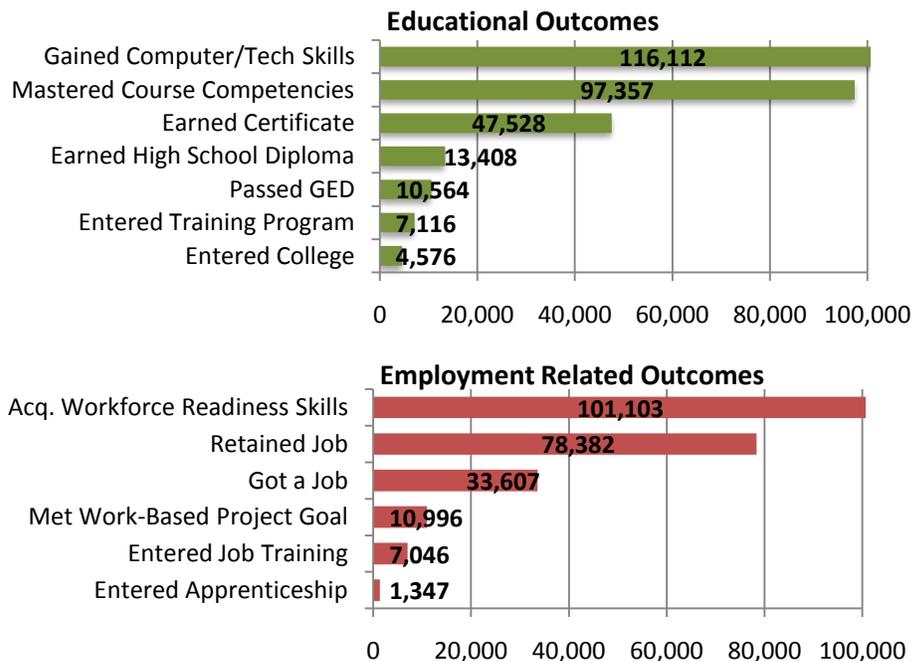


Figure 22 displays positive learner outcomes and lists in descending order the instructional programs that exhibit the highest percentage of learners completing a level (completed and moved up or left after completion). Because these results reflect learners who completed an instructional level, learners continuing in an instructional level would be the complement of these positive learner outcomes.

Agencies use the Student Update Record to collect data about learner results for the purpose of documenting positive changes that occurred during the instructional period. Learner results are classified into the four broad-based outcomes of education, employment, personal/family, and community.

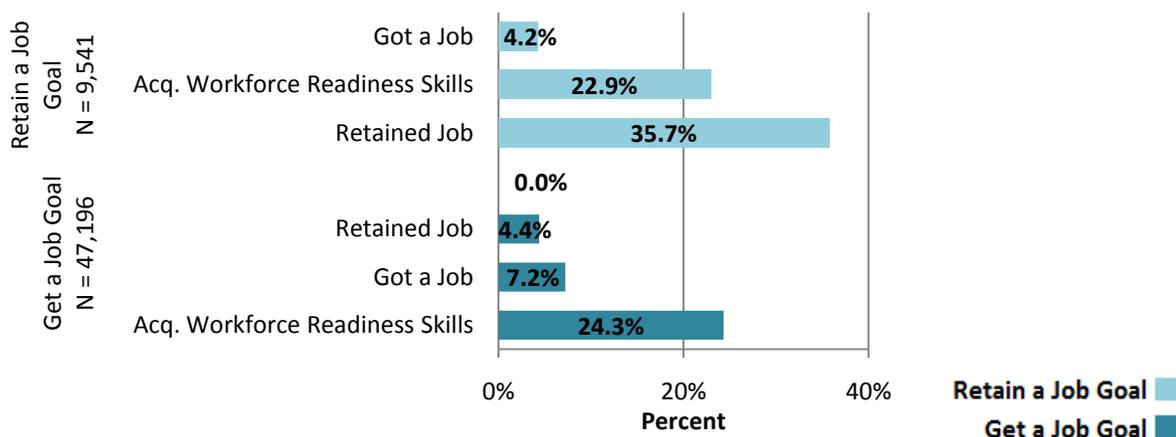
A significant proportion of learners reported specific educational outcomes, such as the acquisition of computer or technical skills, mastered core competencies, and the attainment of a certificate. These results indicate that learners were able to achieve a wide array of educational outcomes based on diverse educational goals. In 2008–09 the work-related outcomes highlight the considerable number of learners who saw themselves as acquiring skills to retain a current job and acquire transferable workplace readiness skills. A significant number of learners also reported getting new jobs. Almost half of all learners completing Student Update Records reported having met a personal goal. Adult school learners continued to report an increase in community involvement. See Figure 23.

Figure 23 Educational, Employment, Community, and Personal/Family Outcome Results of Adult School Learners



Note: Total learners for each outcome are an unduplicated count across program enrollment.

Figure 24 Employment Outcome Results of Adult School Learners Entering Program with Employment-Related Goal

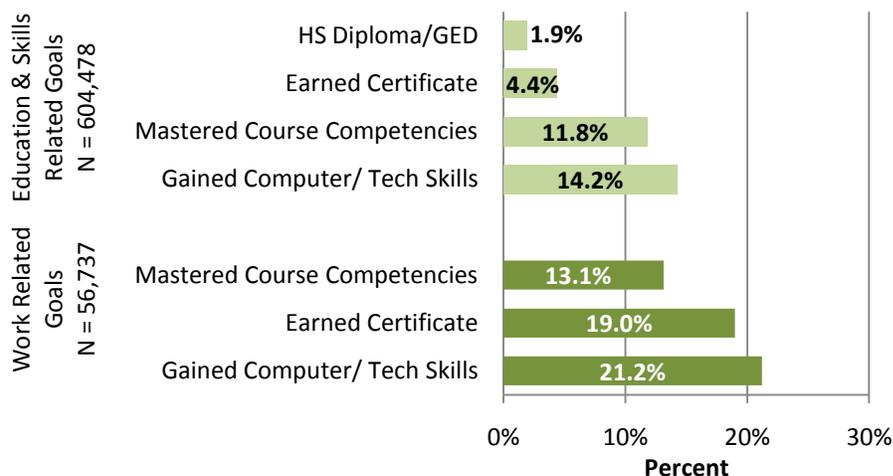


A high percentage of learners who indicated job acquisition or job retention as their primary goal indicated having achieved the respective goals or having acquired transferable workplace readiness skills. See Figure 24.

A significant number of learners who cited education-related goals (achieving a H.S. Diploma or GED, preparing for postsecondary education) to improve basic or English skills, or work-related goals (get a job or retain a job) as their primary impetus for

entering a program indicated they gained computer technical skills, mastered core competencies, and earned a certificate or a H.S. Diploma. See Figure 25.

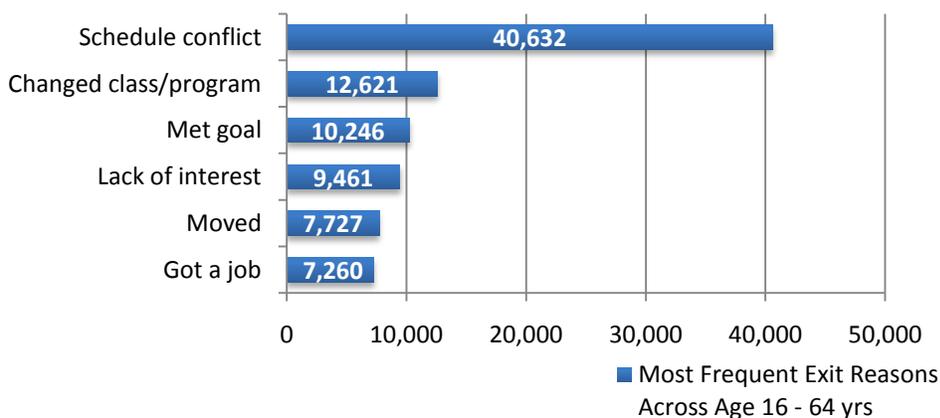
Figure 25 Educational Outcomes of Adult School Learners Entering Program with Improving Skills, Gain a Diploma, or Preparation for Postsecondary Education and Work-Related Goals



Learners whose primary goal was family-related cited increased involvement in their children’s education (21 percent) and children’s literacy (15 percent), and meeting a personal (55 percent) and family goal (48 percent). These learners also showed significant community-related outcomes. In addition, a majority of learners who enrolled in a program to achieve a personal goal indicated having successfully met their goal.

Exit Reasons

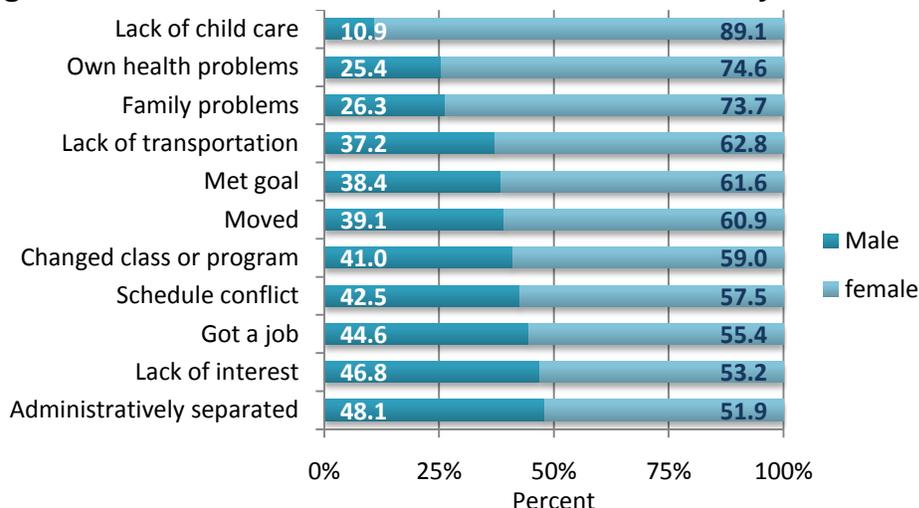
Figure 26 Exit Reasons of Adult School Learners



Of the 1,212,068 learners enrolling in a program during 2008–09, 151,195 left their instructional programs before completing their educational or personal goals, and 150,951 enrolled but did not attend the minimum of 12 hours. The Student Update

Record reflected these reasons, if they were known. The reason for early exit for the majority of learners, as has been the case in previous years, was unknown. Consistent with prior years, the most-often-cited known reasons for early exit were schedule conflict and changed class or program for learners between the ages of sixteen to sixty-four. Relocation and health problems were significant reasons cited by those sixty-five and over. The youngest learners, aged sixteen to twenty four, were more likely than the rest of the population to exit because of lack of interest. Getting a job and relocation were more common among learners aged twenty-one to forty. See Figure 26.

Figure 27 Exit Reasons of Adult School Learners by Gender



Consistent with prior years, a significantly higher proportion of women left early because of child care issues, family problems, or personal health problems compared to males. See Figure 27.

Test Scores and Learner Gains

As part of the process of monitoring learning gains in federally funded adult education programs in California, the federal WIA, Title II legislation mandates that all learners in federally funded programs take pre- and post-tests during the course of the program year. However, the state has no such mandate for adult education programs receiving state apportionment funds. Because of the federal mandate for testing, the program areas of ABE, ASE/GED, and ESL contributed the vast majority of data for this section of the report.

Pre- and Post-Test Guidelines

Learner testing occurred primarily in reading. ABE and ASE/GED programs had the option to administer reading tests, math tests, or both, consistent with the instructional focus. Statewide guidelines require all ESL learners to take a reading test, a listening

test, or both. However there was some testing outside these guidelines (for example, a math pretest administered to ESL students).

Learning gains are the difference between a learner's score on the first accurate pretest and the score on the highest accurate post-test. The administration of both tests must be within the program year, in this case July 1, 2008, to June 30, 2009. Testing must also be within the same of one of the three valid modalities, namely reading, math, and listening. Matched paired test data also must follow additional rules that include not taking the same test form consecutively, not using a post-test form from a lower CASAS level than the pretest level, and ensuring that both tests are within the accurate range.

In total there were 428,835 reading pretests. The majority were in ESL, including the Citizenship program (335,590), followed by ASE/GED (58,916), ABE (31,060), and CTE (2,304). Additionally, ABE and ASE/GED learners took 33,756 math pretests, CTE learners took 1,385 math pretests, and ESL learners took 10,044 listening pretests.

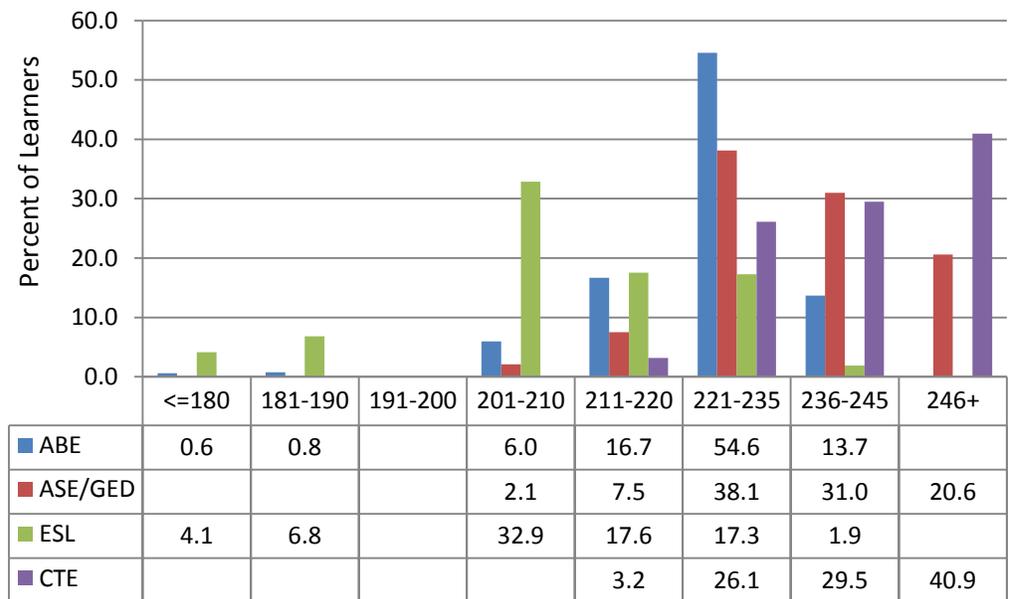
Reading Tests

The mean reading pretest score for ABE learners (226.5) suggests they typically would be able to handle most routine reading, writing, and computational tasks related to life roles, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report. The mean reading pretest score for ASE/GED learners was 235.2, which indicates these learners were ready to begin GED preparation. The mean reading pretest score for ESL and Citizenship learners (207.9) suggests that these individuals would, on average, be able to satisfy basic survival needs and very routine social demands, understand simple learned phrases easily, and read and interpret simple material on familiar topics. Learners at this level may experience difficulty interpreting more complex job-related material, communicating on the telephone, or completing an application. The mean reading pretest score for CTE learners was 240.5. Learners enrolled in a CTE program have an average of twelve years of schooling (see Figure 13). A higher percentage of these learners have a H.S. Diploma or a higher degree (see Figure 10).

Figure 28 presents the reading pretest score distributions by National Reporting System (NRS) level for ABE, ESL and, ASE/GED, and CTE. The data show three distinct distributions of pretest scores for the four instructional programs. The center of the distribution of ESL pretest scores is lower than the other three program areas but covers the expanse of NRS score ranges. ABE, like ESL, covers the complete range of NRS, and although its distribution of pretest reading scores is similar to the ASE/GED distribution, the ABE distribution has a higher proportion of learners functioning at the lower NRS levels than is evidenced in ASE/GED. The majority of the ASE/GED pretest reading scores appropriately cover the higher levels of NRS (intermediate high and ASE low), reflecting the ability of those learners to benefit from instruction at the adult secondary level of education. The majority (65.8 percent) of learners in CTE programs are functioning at an ASE or higher level with the peak of distribution falling between the CASAS scale score range of 236–245. The data appear to show some inappropriate placement of ABE learners into ASE/GED programs as well as the reverse. There were

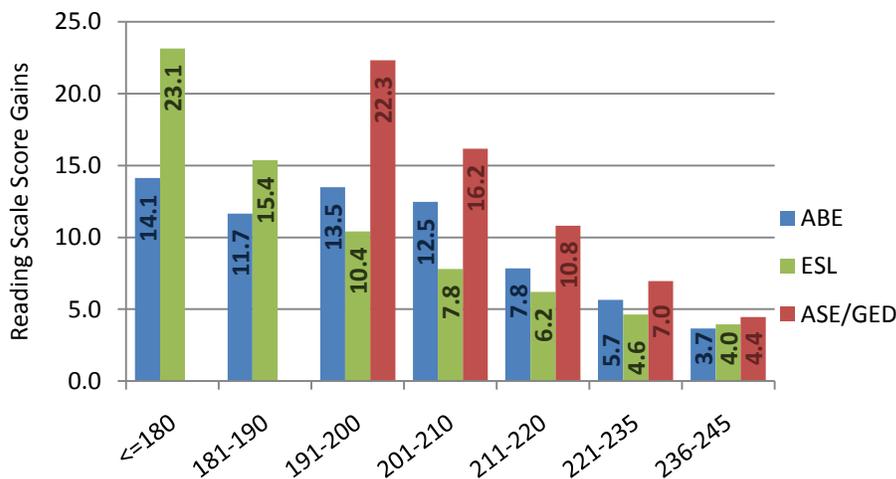
6,082 ASE/GED learners with a reading pretest score of 220 or below who should have been placed in ABE, while there were 6,072 ABE learners who should have been placed in ASE/GED upon program entry.

Figure 28 Adult School Learners' Reading Pretest Score Distributions of CASAS/NRS Levels for Instructional Programs — ABE, ESL, ASE/GED, and CTE



CASAS NRS Pretest Scale Score Ranges

Figure 29 CASAS/NRS Mean Reading Scale Score Gains of Adult School Learners Across ESL, and ABE, and ASE/GED Programs



CASAS NRS Scale Score Pretest Ranges

Among the 428,835 learners in ABE, ASE/GED, and ESL programs who took a reading pretest, 225,924 (52.7 percent) provided valid post-test data and were eligible for the analyses that follow. The data in Figure 29 show that learning gains relate inversely to

the level at which a learner begins instruction. The ESL program, with the highest percentage of learners at the lower instructional levels, had the highest average learning gains. Learners in the ASE/GED program have higher gains across all instructional levels.

Figure 30 CASAS/NRS Skill Levels for Adult School Learners in ABE and ESL Program by Years of Schooling (Six or fewer compared to Seven or more)

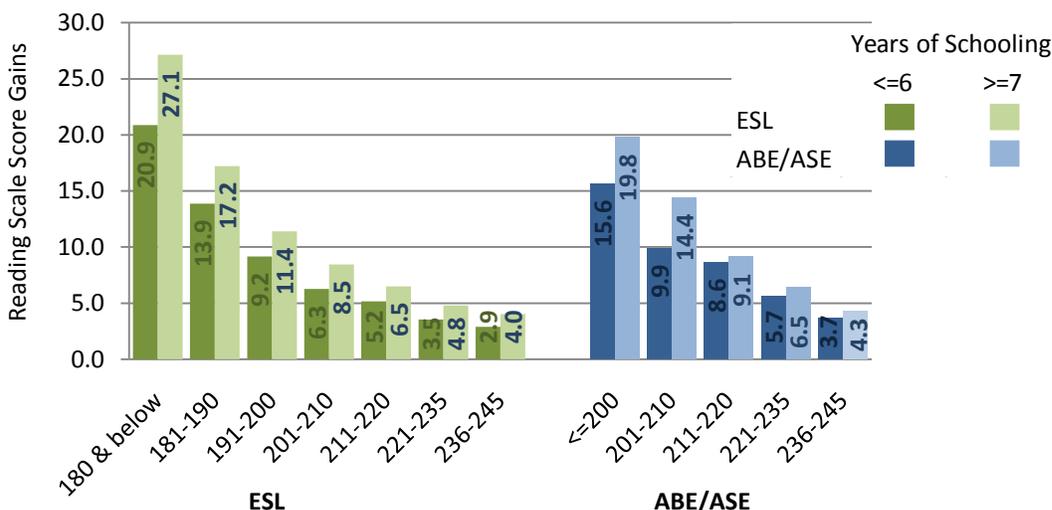
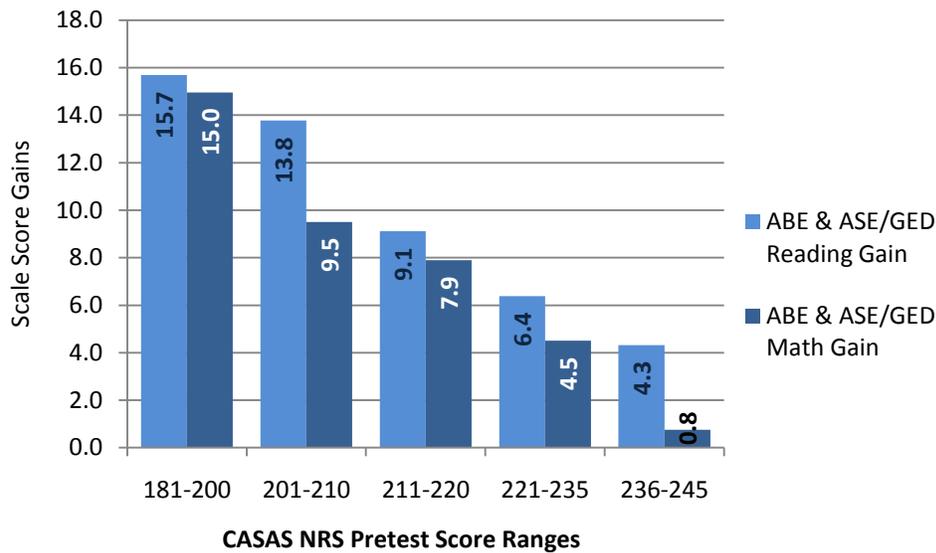


Figure 30 shows the distribution of reading scale score gains for ABE/ASE and ESL. The distribution is across CASAS/NRS instructional program skill levels for learners with six or fewer years of schooling and for those with seven or more years of schooling. At every pretest score range learners with seven or more years of education showed higher mean learning gains than those with six or fewer years of education. Although the overall average gains do not appear to be different, the differences found between the CASAS/NRS skills levels at the lower levels are dramatic and statistically significant.

Math Tests

Adult school programs submitted math pretest scores for 14,990 ABE learners, 18,766 ASE/GED learners, and 1,385 CTE learners. ABE learners who took the math assessment scored an average of 218, ASE/GED learners scored an average of 223, while CTE learners scored an average of 229.5. The difference between the ABE and ASE/GED programs is best illustrated at the lower and higher functioning levels. Compared to ASE/GED, the ABE program has a higher proportion of learners at the lowest instructional levels (210 or below) and a lower percentage at the highest instructional levels (236 and above). Figure 31 compares math scale score gains to reading scale score gains in ABE and ASE/GED programs. There is greater differentiation in learning gains at the first two CASAS/NRS levels than in the latter three levels. Also noted is that reading gain scores are higher than comparable math scores for both ABE and ASE/GED, except at the lowest CASAS/NRS level for ABE. There were 5,487 ABE learners and 5,825 ASE/GED learners who took a valid math post-test.

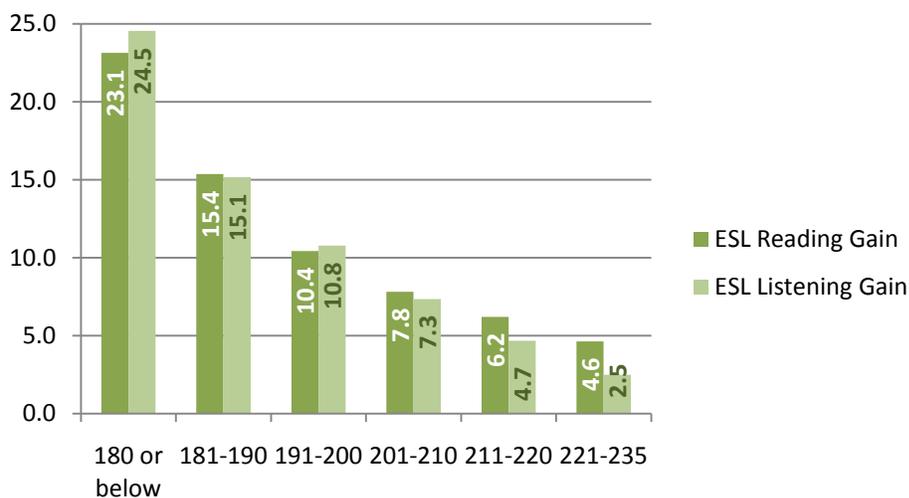
Figure 31 Math and Reading Scale Score Gains of Adult School Learners in ABE and ASE/GED Programs



Listening Tests

Programs submitted ESL listening pretest data for 10,049 learners. The overall average listening pretest score for ESL learners was 211. There were 4,592 ESL learners who took a valid listening post-test. Although the pretest means for reading and listening are quite comparable at every CASAS/NRS level, there are some differences in the amount of learning gains at intermediate and advanced levels (see Figure 32). The differences shown in the first two CASAS/NRS levels appear to be minute, but they are more accentuated in the CASAS/NRS intermediate and advanced levels.

Figure 32 Reading and Listening Mean Scale Score Gains of Adult School Learners in ESL Programs by Pretests on Each CASAS/NRS Level



Appendix

Table 1 Adult School Enrollment by Instructional Program over Seven-Year Period

Instructional Program	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	67,493	5.6	73,137	5.9	64,965	5.3	62,410	5.4	63,626	5.3	81,976	6.6	76,516	6.3
ESL	496,345	41.1	503,616	40.7	492,914	40.3	481,881	41.6	478,217	39.6	466,235	37.6	444,892	36.7
ASE/GED	207,668	17.2	214,724	17.3	215,703	17.6	198,995	17.2	204,953	17.0	223,521	18.0	226,053	18.7
Citizenship	5,178	0.4	3,638	0.3	3,300	0.3	3,261	0.3	4,743	0.4	5,126	0.4	2,985	0.2
CTE	171,102	14.2	172,658	13.9	177,195	14.5	158,652	13.7	168,535	14.0	177,636	14.3	180,494	14.9
AWD	31,990	2.6	32,198	2.6	33,613	2.7	30,831	2.7	29,440	2.4	27,821	2.2	26,839	2.2
Health & Safety	23,759	2.0	26,557	2.1	24,700	2.0	24,943	2.2	31,270	2.6	30,745	2.5	26,911	2.2
Home Econ	20,782	1.7	21,059	1.7	19,570	1.6	17,924	1.5	18,813	1.6	19,178	1.5	17,371	1.4
Parent Ed	52,234	4.3	57,496	4.6	56,193	4.6	50,436	4.4	62,695	5.2	62,365	5.0	67,688	5.6
Older Adults	131,929	10.9	133,355	10.8	136,108	11.1	128,669	11.1	144,572	12.0	144,846	11.7	142,319	11.7
Total	1,208,480	100	1,238,438	100	1,224,261	100	1,158,002	100	1,206,864	100	1,239,449	100	1,212,068	100

Table 2 Districts with Adult Schools That Submitted Data in 2008–09

Agency	Agency
ABC Unified School District	Burbank Unified School District
Acalanes Union High School District	Calexico Unified School District
Alameda City Unified School District	Capistrano Unified School District
Alhambra City High School District	Carlsbad Unified School District
Alvord Unified School District	Carmel Unified School District
Anaheim Union High School District	Caruthers Unified School District
Anderson Union High School District	Castro Valley Unified School District
Anderson Valley Unified High School District	Center Unified School District
Antelope Valley Union High School District	Centinela Valley Union High School District
Antioch Unified School District	Central Unified School District
Apple Valley Unified School District	Central Union High School District
Arcadia Unified School District	Ceres Unified School District
Aromas/San Juan Unified School District	Chaffey Joint Union High School District
Atascadero Unified School District	Chawanakee Joint Unified School District
Azusa Unified School District	Chino Valley Unified School District
Baldwin Park Unified School District	Chowchilla Union High School District
Banning Unified School District	Claremont Unified School District
Barstow Unified School District	Clovis Unified School District
Bassett Unified School District	Coachella Valley Unified School District
Bear Valley Unified School District	Coalinga/Huron Joint Unified School District
Beaumont Unified School District	Coast Unified School District
Bellflower Unified School District	Colton Joint Unified School District
Berkeley Unified School District	Colusa County Office of Education
Beverly Hills Unified School District	Colusa Unified School District (Colusa COE)
Brawley Union High School District	

Agency	Agency
Compton Unified School District	Golden Plains Unified School District
Conejo Valley Unified School District	Gonzales Union High School District
Corning Union High School District	Grant Joint Union High School District
Coronado Unified School District	Gridley Unified School District
Corona-Norco Unified School District	Grossmont Union High School District
Covina-Valley Unified School District	Gustine Unified School District
Culver City Unified School District	Hacienda La Puente Unified School District
Cutler-Orosi Unified School District	Hamilton Union School District
Davis Joint Unified School District	Hanford Joint Union High School District
Del Norte County Unified School District	Hayward Unified School District
Delano Joint Union High School District	Hemet Unified School District
Delhi Unified School District	Hesperia Unified School District
Desert Sands Unified School District	Holtville Unified School District
Dinuba Unified School District	Huntington Beach Union High School District
Dixon Unified School District	Imperial Unified School District
Dos Palos Oro-Loma Joint Unified School District	Inglewood Unified School District
Downey Unified School District	Irvine Unified School District
Dublin Unified School District	Jefferson Union High School District
East Nicolaus Joint Union High School District (Sutter COE)	Julian Union High School District
East Side Union High School District	Jurupa Unified School District
Eastern Sierra Unified School District (Mono COE)	Kerman Unified School District
El Dorado Union High School District	Kern Union High School District
El Monte Union High School District	King City Joint Union High School District
El Rancho Unified School District	Kings Canyon Joint Unified School District
Elk Grove Unified School District	Kingsburg Joint Union High School District
Escondido Union High School District	Konocti Unified School District
Eureka City High School District	Laguna Beach Unified School District
Exeter Union High School District	Lake Elsinore Unified School District
Fairfield-Suisun Unified School District	Lassen Union High School District
Farmersville Unified School District	Lemoore Union High School District
Firebaugh-Las Deltas Unified School District	Liberty Union High School District
Folsom Cordova Unified School District	Live Oak Unified School District (Sutter COE)
Fontana Unified School District	Livermore Valley Joint Unified School District
Fortuna Union High School District	Lodi Unified School District
Fremont Unified School District	Lompoc Unified School District
Fremont Union High School District	Long Beach Unified School District
Fresno Unified School District	Los Alamitos Unified School District
Fullerton Joint Union High School District	Los Angeles Unified School District
Galt Joint Union High School District	Los Banos Unified School District
Garden Grove Unified School District	Los Gatos-Saratoga Joint Union High School District
Gilroy Unified School District	Lucerne Valley Unified School District
Glendora Unified School District	Lucia Mar Unified School District
Glenn County Office of Education	Lynwood Unified School District

Agency	Agency
Madera Unified School District	Palos Verdes Peninsula Unified School District
Mammoth Unified School District (Mono COE)	Paradise Unified School District
Manteca Unified School District	Paramount Unified School District
Martinez Unified School District	Patterson Joint Unified School District
Marysville Joint Unified School District	Perris Union High School District
Maxwell Unified School District (Colusa COE)	Petaluma Joint Union High School District
Mendota Unified School District	Piedmont City Unified School District
Merced Union High School District	Pierce Joint Unified School District (Colusa COE)
Metropolitan Education District	Pittsburg Unified School District
Milpitas Unified School District	Placentia-Yorba Linda Unified School District
Modesto City High School District	Placer Union High School District
Mono County Office of Education	Pleasanton Unified School District
Monrovia Unified School District	Pomona Unified School District
Montebello Unified School District	Porterville Unified School District
Monterey Peninsula Unified School District	Poway Unified School District
Moorpark Unified School District	Princeton Joint Unified School District (Glenn COE)
Moreno Valley Unified School District	Ramona Unified School District
Morgan Hill Unified School District	Red Bluff Joint Union High School District
Mountain Empire Unified School District	Redlands Unified School District
Mountain Valley Unified School District	Redondo Beach Unified School District
Mountain View-Los Altos Union High School District	Reef Sunset Unified School District
Mt. Diablo Unified School District	Rialto Unified School District
Murrieta Valley Unified School District	Rim of the World Unified School District
Napa Valley Unified School District	Ripon Unified School District
Natomas Unified School District	Riverdale Joint Unified School District
Needles Unified School District	Riverside Unified School District
Nevada Joint Union High School District	Roseville Joint Union High School District
New Haven Unified School District	Rowland Unified School District
Newark Unified School District	Sacramento Unified School District
Newport-Mesa Unified School District	Saddleback Valley Unified School District
Northern Humboldt Unified High School District	Salinas Union High School District
Norwalk-La Mirada Unified School District	San Benito High School District
Novato Unified School District	San Bernardino City Unified School District
Oakland Unified School District	San Diego City Unified School District
Oceanside Unified School District	San Dieguito Union High School District
Ojai Unified School District	San Juan Unified School District
Orland Joint Unified School District (Glenn COE)	San Leandro Unified School District
Oroville Union High School District	San Lorenzo Unified School District
Oxnard Union High School District	San Luis Coastal Unified School District
Pacific Grove Unified School District	San Marcos Unified School District
Pajaro Valley Joint Unified School District	San Mateo Union High School District
Palm Springs Unified School District	San Pasqual Valley Unified School District
Palo Alto Unified School District	San Ramon Valley Unified School District

Agency

Sanger Unified School District
Santa Ana Unified School District
Santa Clara Unified School District
Santa Cruz City High School District
Santa Maria Joint Union High School District
Santa Monica-Malibu Unified School District
Selma Unified School District
Sequoia Union High School District
Shasta Union High School District
Sierra Sands Unified School District
Sierra Unified School District
Silver Valley Unified School District
Simi Valley Unified School District
Siskiyou Union High School District
Soledad Unified School District
Sonoma Valley Unified School District
Sonora Union High School District
South San Francisco Unified School District
Southern Trinity Joint Unified School District
Stockton Unified School District
Stony Creek Joint Unified School District (Glenn COE)
Summerville Union High School District
Sutter County Office of Education
Sutter Union High School District (Sutter COE)
Sweetwater Union High School District
Tamalpais Union High School District
Temecula Valley Unified School District
Temple City Unified School District
Torrance Unified School District
Tracy Joint Unified School District
Tulare Joint Union High School District
Tulelake Basin Joint Unified School District
Turlock Joint Union High School District
Tustin Unified School District
Ukiah Unified School District
Upland Unified School District
Vacaville Unified School District
Vallejo City Unified School District
Valley Center-Pauma Unified School District
Ventura Unified School District
Victor Valley Union High School District
Visalia Unified School District
Vista Unified School District

Agency

Washington Unified School District
West Contra Costa Unified School District
Western Placer Unified School District
Whittier Union High School District
William S. Hart Union High School District
Williams Unified School District (Colusa COE)
Willows Unified School District (Glenn COE)
Windsor Unified School District
Woodlake Union High School District
Woodland Joint Unified School District
Yuba City Unified School District (Sutter COE)
Yucaipa-Calimesa Joint Unified School District