



California Adult Education

Research Brief No. 6 | Program Evaluation

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Labor Force Status	Morning		Afternoon		Evening	
	N	%	N	%	N	%
Employed	18,823	30.1	11,529	8.2	79,700	61.7
Unemployed	15,565	25.5	10,273	7.4	67,273	54.2
Retired	5,465	66.3	1,630	19.7	1,159	14.0
Total	131,350	44.5	36,024	12.9	123,454	42.6

Voices from the Field: WIA Title II Program Implementation

Fiscal year 2004-05 represents the sixth year of the Workforce Investment Act (WIA) Title II implementation. Each year California conducts a program evaluation of all WIA Title II adult education and literacy program providers. Chapter 4 of the California State Plan for WIA Title II describes how California evaluates the effectiveness of adult education and literacy activities based on the performance measures described in Section 212. It states that the California Department of Education (CDE) will review strategies, processes, and barriers to attaining the performance levels negotiated with the U.S. Department of Education and quantitative and qualitative data to evaluate the progress and improvement of the local Section 225 and 231 grant programs. This research brief addresses and summarizes WIA II implementation for 2004-05.

During the past six years California has seen an increase in both the numbers of students served and agencies serving them. During the 2004-05 program year, 304 agencies served 848,220 students from a variety of small, medium, and large provider agencies (See Tables 1 and 2). The agencies reach a diverse adult population located throughout the state, representing a wide range of ethnicities and language groups. Their primary goal is to assist adults in acquiring the language and basic skills they need to enable them to become productive citizens of this country.

Measures of 2004-05 WIA Title II program success include the following:

- California met or exceeded 7 of 11 National Reporting System (NRS) core performance goals for literacy skill level completion with overall literacy performance exceeding the literacy goal. Looking at learners with paired (pre- and post-test) data, the reader will see that California exceeded all NRS Core Performance goals for 2004-05.
- Of the four follow-up measures — get a job, keep a job, enter postsecondary, and get a high school diploma or General Education Development (GED) — California met two, based on a data match for obtaining a GED and based on survey data for the other measures.
- Of the 848,220 learners enrolled in WIA Title II programs, 69.8 percent met the NRS criteria: learners are 16 years or older, attended class 12 or more hours, are not concurrently enrolled in high school/K-12, and have a valid instructional level.
 - Of the number of NRS-eligible learners (591,893), 54.1 percent or 320,504, remained in their programs long enough to take both a pretest and a post-test.
 - Of the number of learners who took both a pretest and a post-test (201,584), 62.9 percent completed an instructional level. Students qualify for level completion through completion of the entry instructional level or attainment of a high school diploma or GED.
- Of the 848,220 WIA Title II learners, 200,863 (23.7 percent) were EL Civics learners. Local EL Civics funded programs benefit their students by involving them in curricula directly linked to their identified needs and involving them in civic participation activities.

These learners were characterized by very high persistence, as 97.5 percent or 195,862 qualified for the NRS Federal Tables. Of those NRS-eligible learners who took both a pre and post-test (121,047), 63.6 percent completed a literacy level.

- The 25,105 students enrolled in the Citizenship Preparation area of EL Civics showed the following achievements: 11,913 learners took the Government and History for Citizenship test and 81.6 percent passed; 4,197 learners took the oral CASAS Citizenship Interview Test and 70.5 percent passed.
- 179,474 students enrolled in the Civic Participation area of EL Civics. Learners passed 119,983 (83.2 percent) of the 144,181 additional performance-based assessments taken.

The majority of local agencies provided evidence that they (1) continue to improve their ability to collect and report complete and accurate data in full alignment with the NRS requirements and data quality standards, and (2) continue to build the capacity to use their data to leverage program strengths and identify strategies for continuous instructional and program improvement.

Table 1
2002-2005 WIA Title II Funded Agencies by Provider Type

Provider Type	2002-03	2003-04	2004-05
	N	N	N
Adult Schools	163	174	180
Community-Based Organizations	43	54	54
Community College Districts	18	18	19
Library Literacy Programs	8	13	13
County Offices of Education	7	9	9
California Conservation Corps*	1	1	1
California State University	1	0	1
County/City Government	0	0	1
Institutions (225 funded)**	17	22	26
Total	258	291	304

*For purposes of this report, this agency is classified in Table 2 as a state agency.

**Included in this provider type are agencies for institutionalized adults — California Department of Corrections, California Department of Developmental Services, and California Youth Authority — that are classified in Table 2 as state agencies.

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Table 2
2002-05 WIA Title II Student Enrollment by Provider Type

Provider Type	2002-03	2003-04	2004-05
	N	N	N
Adult Schools	673,836	693,588	687,055
Community-Based Organizations	7,821	11,271	12,113
Community College Districts	80,014	76,647	79,172
Library Literacy Programs	1,358	2,865	3,168
County Offices of Education	5,608	5,740	5,177
State Agencies	34,849	37,426	42,944
California State University	100	0	74
County/City Government*	0	0	128
Jail Programs**	11,724	14,927	18,389
Total	815,310	842,464	848,220

*Hacía Workforce Center.

**Includes the 225 sections of Alameda County Library, Stanislaus Literacy Center, and Tri-Valley Regional Occupational Program.

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Findings

The following are four sets of findings taken from local agency responses to the 2004-05 Survey of WIA Title II Programs in California.

1. Successful program strategies for 2004-05:

- Providing a coordinator in charge of assessment or reassigning staff to data collection and accountability responsibilities to (1) shift the data collection responsibilities away from classroom instructors and (2) provide more efficient and accurate processing of data
- Fostering program and instructional improvement through professional development and collaboration with other agencies
- Initiating data quality control processes and using data at the program level as a tool in staff development, program improvement, targeted instruction, and to monitor student needs and performance
- Promoting student persistence and goal attainment through the alignment of curriculum and focusing instruction on identified student needs and goals

2. Agency priorities for 2005-06:

- Initiating processes to improve student persistence and goal attainment that includes orientation, enrollment procedures, goal-setting activities, and feedback processes
- Upgrading and/or writing new curriculum to include aligning curriculum to state, CASAS, and/or EL Civics standards and objectives
- Increasing outreach and enrollment
- Providing or improving professional development activities
- Increasing student learning gains and outcomes
- Assessing the potential impact of the CAHSEE

3. Identified professional development needs for agencies for 2005-06:

- Developing instructional strategies using research-based methodologies
- Developing, improving, and revising curriculum
- Improving the quality of student assessment data
- Using student assessment data and available reports to target instruction

4. Challenges for agencies for 2005-06:

- Tracking and increasing student persistence and specifically increasing the percentage of students who remain in class long enough to have a positive impact on learner persistence and goal attainment
- Increasing the use of distance learning, especially in small agencies
- Improving turn-around time for providing student test results and reports to instructors
- Meeting all quarterly data submission deadlines and ensuring the completion of the WIA Title II Survey and the Instructional Questionnaire
- Continuing to focus on collaborations with local Workforce Investment Boards (WIB) to assist the effectiveness of the One-Stop system

The following recommendations to the California Department of Education reflect the analysis of survey and focus group data. Strategies that consistently promote success should continue to receive support.

Developed by *Comprehensive Adult Student Assessment System (CASAS) under contract with the California Department of Education.*

Recommendations

► DATA QUALITY, SUBMISSION, AND USE

Accountability

Recommendation 1: Continue to provide technical support and resources to assist agencies as they (1) continue to improve data quality and reporting accuracy and, (2) use data to drive program improvement and inform instruction.

Data Match

Recommendation 2: Provide authority and resources to implement a data match system for agencies to more accurately measure core performance outcomes.

► PROGRAM MANAGEMENT

Professional Development

Recommendation 3: Continue to provide accessible quality professional development activities for all levels of program personnel (administrators, instructors, and other staff). Investigate alternative delivery modes such as teleconferencing, and reassess agency staff development needs (as identified through the leadership projects, regional networking meetings, focus groups, surveys, and other resources).

California High School Exit Exam (CAHSEE)

Recommendation 4: Assess needs and provide resources and support for agencies based on the impact of the California High School Exit Exam (CAHSEE).

► PROGRAM RESOURCES

State Leadership Projects

Recommendation 5: Continue the current level of support for the four State Leadership Projects.

Technology

Recommendation 6: Continue to provide resources and support for current and new technology at the program and classroom levels.

► RESEARCH AND DISSEMINATION

Evidenced-Based Research

Recommendation 7: Continue to support practitioner-based research studies related to adult literacy and the dissemination of current research for practical use in the classroom.

Student Success

Recommendation 8: Identify and disseminate information at the program and classroom levels related to strategies that promote student persistence and success. Specifically, continue to (1) study the effectiveness of managed enrollment, (2) identify ways to overcome attendance barriers, and (3) increase the percentage of learners who qualify for inclusion in the NRS Federal Tables. Provide professional development on the implementation of these strategies to administrators and instructors.

► COLLABORATION AND COORDINATION

WIBs and One-Stops

Recommendation 9: Continue to provide resources and support for shared use to expand and strengthen collaboration with local Workforce Investment Boards (WIB) and One-Stops.

Advisory Groups

Recommendation 10: Continue to support WIA Title II field-level advisory groups and regional focus groups, as specified in the California State Plan, as well as provide other forums for communication and feedback from the field.