

California Adult Education California Annual Performance Report



Federally Funded Workforce Investment Act Title II Programs

Program Year 2008
July 1, 2007 to June 30, 2008

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

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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 2007-08 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
ASE	Adult Secondary Education
BASE	Basic Adult Spanish Education
CAHSEE	California High School Exit Exam
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment System
CAT	Computer-Adaptive Tests
CBOs	Community-based Organizations
CBT	Computer-Based Testing
CCDs	Community College Districts
CDE	California Department of Education
CDLP	California Distance Learning Project
COE	County Offices of Education
DQSC	Data Quality Standards Checklist
DVD	Digital Versatile Disc
ED	United States Department of Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
HACLA	Housing Authority of the City of Los Angeles
K-12	Kindergarten through Grade Twelve
MOU	Memorandum of Understanding
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
OMB	Office of Management and Budget
PD	Professional Development
SDCCD	San Diego Community College District
SODS	Student Outcome Data Set
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
USCIS	United States Citizenship and Immigration Services
USDE	United States Department of Education
VHS	Video Home System
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act
WIB	Workforce Investment Board

OVERVIEW

This report is California's response to the four questions that the United States Department of Education (USDE), Division of Adult Education and Literacy, requires of all states and territories receiving federal funding from the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA). Sources for the report include responses to the *2007-08 Survey of WIA Title II Programs in California* sent to all federally funded agencies in California in April 2008; the *2007-08 WIA Title II Instructional Questionnaire* for classes in California conducted in October 2007; local provider quantitative data submitted to comply with the federally mandated National Reporting System (NRS) requirements; summary notes from regional focus groups; concerns and issues expressed through listservs; and comments from interviews with field practitioners. Additional resources for English Literacy and Civics Education (EL Civics) data include reports from EL Civics Program Specialists, who provide technical assistance to local providers.

California bases its federal supplemental funding allocations on documented student performance and goal attainment. Agencies collect the following information on all students for whom they receive federal supplemental funding:

- Demographic and program information
- Individual student progress and learning gains
- Other student outcomes include attaining a General Education Development (GED) Certificate, attaining a high school diploma, obtaining employment, retaining employment, and entering postsecondary education or training

In 2007-08, 266 agencies received WIA Title II, Sections 225, 231, and EL Civics funding to provide adult literacy instruction. These agencies included adult schools, community college districts (CCDs), community-based organizations (CBOs) including faith-based organizations, public libraries, state agencies, jails, and county offices of education (COE).

In 2007-08, California met or exceeded four of the 11 negotiated state goals in NRS educational skill levels and three of the four core outcome measure performance goals. Performance for the literacy skill levels met or exceeded the previous year's performance in six levels and exceeded the core follow up measures performance in three of the four outcomes. Supported by a comprehensive infrastructure for capacity building, adult education providers improved their ability to collect, complete, and report accurate data in full alignment with NRS reporting requirements and data quality standards.

QUESTION 1: STATE LEADERSHIP PROJECTS

Activities, programs, and projects supported with State Leadership Funds

The California Department of Education (CDE) contracts with three agencies to provide state leadership activities: (1) California Adult Literacy Professional Development Project (CALPRO); (2) Comprehensive Adult Student Assessment Systems (CASAS); and (3) Outreach and Technical Assistance Network (OTAN). These projects facilitate a collaborative approach in addressing the 11 activities set forth in the California State Plan and in the WIA Title II legislation under Section 223 for adult education and literacy activities.

Meeting regularly with the CDE for coordination and planning, staff from each project provides professional development, training, and technical assistance related to the individually identified focus areas of accountability, technology, distance learning, or instructional leadership. Each disseminates best practices and products within its focus areas. Representatives from the three adult education statewide professional organizations¹ work closely with the Leadership Projects and the CDE, and serve on statewide advisory committees. Leadership Project staff often present at conferences sponsored by these and other professional organizations. Through the Leadership Projects, the CDE supports an extensive electronic network to distribute information on a wide range of adult education topics including legislation, professional development, conference announcements, best practices, and curriculum and instructional resources. A major effort continued in 2007-08 to increase collaboration among the three projects, focusing on the provision of professional development activities.

Below are examples of Leadership Project activities as they relate to each of three high priority state plan goals, as well as successful outcomes resulting from the implementation of the activities.

Goal 1: Establish and implement professional development programs to improve the quality of instruction provided.

The Leadership Projects provided professional development options to funded agencies throughout California via 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.

Activities:

- Continued to conduct the Technology Integration Mentor Academy (TIMAC), providing technology integration and mentor training to 30 participants

¹ Association of California School Administrators, California Council for Adult Education, California Adult Education Administrators' Association.

- Trained representatives from more than 90 agencies to conduct site-based study circles on learner persistence and research-based adult reading instruction.
- Provided training and technical support in identifying student needs and targeting instruction to meet those needs (lesson planning, administration and interpretation of assessments, teaching strategies, and effective instructional strategies).
- Refined and updated comprehensive student level data collection, management, and reporting. Enhanced data integrity processes and reports.
- Expanded and enhanced the use of two components of CASAS eTests – computer-based tests (CBT) and computer-adaptive tests (CAT).
- Provided training in distance learning methods, tools, and technologies.
- Provided centralized delivery of services through the deployment of over 190 trained professional development contractors with 430 professional development offerings for 5,500 adult educators; focusing on enhanced instruction and continuous program improvement.
- Provide in depth and long-term professional development and technical assistance to CDE funded programs to support site-based professional development.
- Provided an Adult Education Leadership Institute for new adult education administrators and hosted a national research symposium, highlighting current research in adult literacy education.

Outcomes:

- Participants in technology mentor training reported an increase in all interpersonal skills related to mentoring, and 84 percent reported meeting or exceeding their technology goals for the year.
- Comparison of learner persistence and level completion between English as a Second Language (ESL) classes taught by TIMAC participants and other ESL classes showed that TIMAC classes attained 10 percent higher persistence and level completions than both other ESL classes in the same agency and statewide.
- Representatives from 40 agencies who received study circle training conducted site-based study circles on learner persistence and reported findings online. Evaluation results indicated increased provider involvement in research-based professional development.
- Local agencies played critical roles in development of new and revised assessment instruments by pilot-testing and field-testing standardized testing instruments.
- Data submissions received in a timely manner continued to increase, from 79.8 percent in 2000-2001 to 98.9 percent in 2007-08, indicating greater awareness of and compliance with NRS standards.
- Twenty-one participants graduated from the 2007-08 Leadership Institute and 11 administrators advanced to the second year of training.

Goal 2: Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities.

Activities:

- Provided just-in-time technical support services to instructors and administrators including peer mentoring, distance learning program design and delivery, survey completion, data collection and reporting, hands-on training with the integration of technology into classroom instruction.
- Developed internet solutions to enable 3,354 participants to register online for 341 training sessions conducted both in person and online, that addressed topics in California accountability, assessment, electronic quarterly data submission, and EL Civics implementation.
- Provided the CDE and Leadership Projects with supplementary data analyses to enhance data-driven decision making and program improvement.

Outcomes:

- Six hundred sixty-one people attended 25 technology integration workshops at local, regional, and state conferences. Three hundred sixteen people attended 78 online workshops on technology topics, and 361 participants attended 30 hands-on workshops on technology topics.
- One hundred sixty-two agencies developed and submitted technology plans. Agencies reported higher use of computer software as an instructional tool and reported more learners having access to computers through computer labs.
- Agencies accessed and used a variety of online systems and services including data submission, lesson plan builder, a training registration system, and an interactive Web site with EL Civics resources.
- Local providers posed questions and shared information on effective practices for program improvement via hosted online question and answer boards and 39 listservs for adult education work groups with 1,966 members.
- Distance learning continued to increase as an instructional modality, improve the quality of instruction, and receive increased interest from small rural agencies.

Goal 3: Provide technical assistance to eligible providers of adult education and literacy activities.

Activities:

- Provided technical support to agencies submitting grant applications, reports and other deliverables
- Provided technical assistance through Video Home System (VHS) and Digital Versatile Disc (DVD), telephone, and e-mail focused on development and maintenance of online databases, completion of online surveys, selection and use of

curricula, test administration and scoring, data collection and analysis, and other technical support needs

- Provided technical and instructional manuals, curriculum resources, newsletters, and assessment guidelines, processes, and procedures, including CBT and large-print assessment appropriate for adults with disabilities

Outcomes:

- The availability and use of online resources has continued to increase. Agencies regularly register for workshops, trainings, and conferences online and respond to online surveys. In 2001-02, the first year that the statewide WIA Title II survey was available online, 74 percent completed the survey online. In 2007-08, 100 percent of WIA Title II agencies completed the survey online
- Agency staff reported increased effectiveness in administration, scoring, and interpretation of tests (including appraisals and pre- and post-tests), and placement into appropriate instructional levels
- Instructors reported that integration of commercial videos such as *On Common Ground*, *Crossroads Café*, *GED Connection*, and local agency-developed lessons, videos, and computer software (developed using EL Civics mini-grants) are effective in targeting instruction to the needs and goals of students
- All required agency applications and reports were uploaded to one Web site

These activities have been successful because each includes site-based activities in which presenters, facilitators, and mentors interact with local practitioners to share knowledge and engage in problem solving.

QUESTION 2: CORE INDICATORS OF PERFORMANCE

Significant Findings at the State Level

Learner Performance

In 2007-08 the California WIA Title II agencies met or exceeded four of the 11 negotiated state goals in NRS educational skill levels. The four educational functional levels in which the aggregated state performance met or exceeded the 2007-08 state goals are Adult Basic Education (ABE) beginning literacy, ESL beginning literacy, ESL beginning high, and ESL intermediate low. In 2007-08, 34.7 percent of all enrollees completed an instructional level (an increase of 5 percent from 2000-2001) and 22.6 percent completed and advanced one or more levels (an increase of 3.1 percent from 2000-2001). California also exceeded state goals for the core follow-up measures of obtaining a GED or secondary school diploma, entering employment and retaining employment.

The CDE uses several methodologies for collecting literacy performance data and follow-up measures. One method is the use of Tracking of Programs and Students (TOPSpro™), the CASAS student management information system for collecting standardized literacy skills performance data. Other methodologies include the use of data match to assist in verifying

receipt of the GED Certificate, verification of receipt of high school diploma, and follow-up mail surveys to students to determine the outcomes of postsecondary education and employment core measures.

Enrollment

Numbers of learners with Entry Records increased from 644,062 in 2000-2001 to 855,021 in 2007-08, an increase of 32.8 percent. Learners who qualified for inclusion in the Federal Tables increased from 473,050 in 2000-2001 to 602,837 in 2007-08. These increases reflect continuous efforts by local agencies to ensure the accuracy and completeness of their data, and concentrated efforts by the CDE and CASAS to continue enhancing data collection systems and procedures.

Pay for Performance

The NRS federal report data documents California's continued success in improving student learning gains. The CDE began a full pay-for-performance system in 2000-2001 for WIA Title II, using attainment of Core Performance Indicator benchmarks as the basis of funding. Agencies can earn up to three benchmark payments per learner within the annual grant period. These three pay-points result when a learner (1) makes a significant learning gain;² (2) completes two instructional levels; and (3) receives a GED Certificate or an adult high school diploma. Benchmark payment points have increased from 193,416 in 2000-2001 to 435,607 in 2007-08, an increase of 55.6 percent. This year 39,262 benchmark payment points were earned in ABE, 199,713 in ESL, 1,584 in ESL Citizenship (ESL-Cit), and 45,350 in Adult Secondary Education (ASE). Pay for performance provides an ongoing incentive to agencies to continually improve the way they deliver curriculum, assess student progress, and manage data.

Data Quality

California has made data quality a top priority. The CDE provides training and technical assistance to increase understanding of accountability requirements and to improve data collection. Agencies submit data to CDE on a quarterly basis, permitting continuous analysis and early identification of incomplete or inaccurate data. Survey results and review of data indicate that this effort has resulted in more complete and accurate data collection. However, there is still a need for ongoing training and support to promote continuous improvement. Agencies acknowledge that federal requirements make it crucial to assign dedicated staff to manage assessment, data collection, and data analysis effectively at the local level. At the state level, this ongoing commitment to the systematization and continual improvement of data quality has positioned California to respond positively to all standards in the NRS State Data Quality Standards Checklist (DQSC). California met or exceeded all standards at the acceptable or superior quality level and had no areas identified as needing improvement.

² 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.

Significant Findings at the Local Program Level: Leveraging What Works

Program Management

Local program administrators and staff continue to effectively use data and assessment results to guide program management and serve adult learners. Administrators emphasized the importance of sharing data with instructional staff on a consistent basis in order to identify student needs and improve teaching strategies. Agencies report using data to guide staff training, write grants and communicate with school boards, legislators, and advisory committees. Seventy-five percent of WIA Title II survey respondents reported that they use data from goal-setting activities to guide instruction and track student progress.

WIA Title II administrators reported seeing improvements within their agencies and classrooms over the 2007-08 program year. Sixty-nine percent of WIA Title II administrators saw an improvement in the use of technology at their agency, 60.8 percent saw improvements in developing and revising curriculum, and 51.2 percent reported improvements with goal-setting procedures. These results highlight program improvements to effectively manage WIA Title II programs, and to help adult learners achieve their goals.

Classroom Instruction and Management

At the classroom level, instructors continue to use data to empower students, encourage accountability through the sharing of assessment results, and improve the overall quality of instruction. Specifically, 85 percent of instructors responding to the *2007-08 WIA Title II Instructional Questionnaire* reported using data and assessment results to identify student needs. Approximately 74 percent reported using data to inform students about their performance, and 67 percent reported using data to revise and improve curriculum. These results indicate that instructors are taking proactive steps to ensure that students receive the most effective and comprehensive instruction as possible.

QUESTION 3: COLLABORATION:

Integration of Workforce Investment Act Title I and Title II Activities

The *2007-08 Survey of WIA Title II Programs* requested that all 266 WIA Title II providers, serving 855,021 students, provide information related to their collaboration with Workforce Investment Boards (WIBs) and One-Stop systems.

One-Stop Systems

A majority (60.4 percent) of the 260 responding agencies reported that they interacted with their local One-Stop Systems. As in previous program years, agency size (by enrollment) reflected patterns in relationships. Large agencies were most likely to interact with One-Stop System (73.3 percent), followed by medium-sized (63.7 percent), and small agencies (52.0 percent). See appendix D, California Collaboration references.

A majority (75.8 percent) of agencies reported receiving or providing student referrals, 46.5 percent indicated they provided classes or training for their local One-Stop System, and 42.0 percent stated they had assigned a staff liaison to One-Stop System. In addition, 33.8 percent

of these agencies reported interaction with One-Stop Systems through conducting workshops, conferences, or informational meetings.

In 2007-08 agencies reported more effective relationships with One-Stop Systems. More agencies characterized their relationship with One-Stop Systems as very or somewhat effective (80.3 percent) as compared to 2006-07 (79.1 percent) and 2005-06 (71.4 percent).

Workforce Investment Boards (WIBs)

When asked about involvement with their local WIB, 50.8 percent of agencies indicated some type of involvement. Involvement with WIBs was highest with large agencies (73.3 percent), followed by medium-sized (52.4 percent), and small agencies (36.0 percent).

Agencies also reported specific ways they interacted with their local WIB. The most frequently cited responses included: (1) developed a memorandum of understanding (MOU) with their local WIB (50.0 percent); (2) staff attended WIB meetings (37.1 percent); (3) provided local representation through a consortium (35.6 percent); and/or (4) an administrator served on the local WIB board (31.8 percent). See Appendix E for related graphs.

In 2007-08, agencies reported more effective relationships with WIBs. When asked to characterize their relationship with WIBs, more agencies described their interaction as very or somewhat effective (74.5 percent) as compared to 2005-06 (66.2 percent).

Recognizing the common reporting needs of WIA Title I and WIA Title II funded programs, in July 2008, CDE and CASAS began to work with several adult schools and their One Stop agency partners across the state. The partnerships between the WIA Title I and WIA Title II funded programs will help streamline their assessment and reporting processes, coordinate data sharing, facilitate the referral and tracking of clients between agencies, and document outcomes. The pilot's ultimate goal is to identify "best practices" that will help all WIA partners provide "seamless" service to adult learners and job seekers in California and transition them successfully to higher education institutions or into the workforce.

Collaborative Arrangements with Other Agencies

WIA Title II Survey respondents stress the importance of collaboration among agencies in order to combine resources, conduct joint classes, or share effective instructional strategies. Many agencies cited the importance of network meetings in which agencies could come together to discuss a variety of topics, such as EL Civics, TOPSpro™ and data collection. Local providers also cited collaborative arrangements with government, military, or law enforcement agencies, local community businesses, resource and referral agencies, or charitable organizations, other educational institutions, and other supportive services for employment.

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

Successful Activities and Services

EL Civics continues to have a positive impact on the delivery of English language instruction in California. Local agencies have taken advantage of the resources provided through the CDE and the three Leadership Projects to develop their EL Civics programs. In 2007-08, agencies stressed the benefits of regional meetings and technical assistance provided by CASAS EL Civics program specialists. EL Civics program specialists work closely with CDE, Adult Education regional program consultants to provide comprehensive professional development and capacity-building technical assistance for accountability, program implementation, and continuous improvement.

The EL Civics program also helps staff and students become more proficient in the use of technology by integrating it into different aspects of program assessment, instruction and management. Agencies report that the assistance provided by OTAN in developing and implementing technology plans is effective and beneficial. Overall, EL Civics benefits WIA Title II agencies as a whole. Eighty six percent of agencies with EL Civics programs report that it has enhanced or improved their instruction, 76 percent report that EL Civics has improved teacher and staff collaboration, and 61 percent report that it has increased student attendance and participation.

Beginning in 2003, the CDE, in collaboration with the three State Leadership Projects, has 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 curriculum and resources, which includes an alignment of CASAS Quick Search information to EL Civics objectives and a database of pre-approved Civic Participation objectives. The Web site facilitates and streamlines communication among funded agencies, the CDE regional consultants, and the regional EL Civics program specialists.
- Training and technical assistance for all aspects of implementing the EL Civics program. Program staff is able to attend regional training workshops and network meetings, access web-based trainings and use on-site training modules.

Number of Programs Funded, Learners Served, and Student Outcomes

In 2007-08, the CDE funded 175 agencies to provide EL Civics educational services to 228,229 adult learners. Of the 175 EL Civics funded agencies, 14 received funding for EL Civics only, and 161 received funding for EL Civics and WIA Title II, Section 231. Agencies could apply for funding for one or both EL Civics options: Civic Participation and Citizenship Preparation. In 2007-08, 27,680 students were enrolled in Citizenship Preparation and 210,663 were enrolled in Civic Participation. Adult schools served the majority of these EL Civics enrollees followed by Community College Districts (CCDs), Community-based Organization (CBOs), and others (see Appendix F).

Citizenship Preparation students may take the CASAS Government and History for Citizenship test and the oral CASAS Citizenship Interview Test in addition to CASAS pre and post-tests. Of the 18,401 Citizenship Preparation learners who took the government and history test, the interview test, or both, 11,779 earned a payment point by passing the government and history test and 3,709 earned a payment point by passing the interview test.

Civic Participation programs assess students using performance-based additional assessments that measure student attainment of civic objectives. Agencies can select from a list of 46 pre-approved civic objectives or may develop their own. Civic objectives used in Civic Participation programs must meet these criteria:

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

More than 100,000 students throughout the state took 166,730 Civic Participation assessments and passed 144,545 (86.7 percent) of them.

Successful Strategies

The EL Civics: Making a Difference in the Community award honors WIA Title II agencies that have implemented innovative activities and strategies in their EL Civics programs. The following award recipients used their EL Civics programs to teach skills required for citizenship while empowering students to share those lessons with their community.

- Harbor House developed an innovative curriculum for students at the lowest ESL instructional levels. These students study the history of the United States using children's literature and other creative methods. Each quarter, students learn about other cultures in a hands-on way by working together to make class quilts.
- New Haven Adult School created the Windows into Culture program in which EL Civics students prepare creative group presentations about their cultures and countries of origin. Community members and other students come to the final presentation, and are treated to cultural dances, fashion shows and songs.
- The San Diego Community College District's Immigrant Rights Project helps students to access social services and other local resources. Students work together to make posters containing information about immigrants' rights, and make directories of community services related to immigration, housing or health care to distribute to family and friends.
- Ventura Adult and Continuing Education took fifteen EL Civics students on a four-day field trip to the Channel Islands to learn about environmental conservation and ecology. Forty students helped to plan all aspects of the field trip. Students toured the islands and worked to conserve plant and animal life, which related directly to their EL Civics learning objectives.

The quotes below reflect the positive impact that EL Civics continues to have in California.

“Our curriculum has been revitalized by the addition of EL Civics. Students are more engaged and the instructors feel good about preparing students for real life situations.”

“The most beneficial result of the EL Civics program has been to include additional real-life critical thinking, life skills, and conversational needs into the curriculum. Almost every EL Civics unit has resulted in student accounts of interacting with community agencies or accessing resources necessary for health, employment, education, or personal growth.”

The Impact of WIA Title II

Agencies are investing major amounts of time, talent, and other resources to make the WIA Title II federally funded program highly successful and valuable for students. Agencies report that the WIA Title II program results in improved student outcomes including transition to employment and postsecondary training. In addition, agencies report that the WIA Title II program increases student access to, use of, or involvement with community resource agencies.

The WIA Title II federally funded programs in California include: ABE, ASE, ESL, Citizenship Preparation, and Jail Education. These programs are cost-effective “investment programs.” By providing Californians with literacy skills, students improve their economic conditions and become positive contributors to the economy, their communities, and to their families.

APPENDIXES

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

Number of WIA II Funded Agencies by Provider Type

Provider Type	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	163	63.1	174	59.7	180	59.2	177	61.2	175	64.1	173	65.0
Community College	18	7.0	18	6.2	19	6.3	18	6.2	18	6.6	17	6.4
Community-Based Organization	43	16.7	54	18.6	54	17.8	47	16.3	40	14.7	38	14.3
Library	8	3.1	13	4.5	13	4.3	12	4.2	11	4.0	10	3.8
State Agency	4	1.6	4	1.4	4	1.3	4	1.4	3	1.1	3	1.1
Jail Programs*	14	5.4	19	6.5	23	7.6	22	7.6	18	6.6	18	6.8
County Office of Education	7	2.7	9	3.1	9	3.0	8	2.8	8	2.9	7	2.6
California State University	1	0.4	N/A	0.0	1	0.3						
County/City Government**					1	0.3	1	0.3				
Total	258	100.0	291	100.0	304	100.0	289	100.0	273	100.0	266	100.0

WIA II Student Enrollment by Provider Type (learners who qualified for Federal Tables)

Provider Type	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	446,955	79.1	467,526	79.0	458,572	77.5	441,673	75.7	441,191	75.2	446,795	74.1
Community College	70,182	12.4	67,564	11.4	69,176	11.7	67,923	11.6	69,407	11.8	70,357	11.7
Community-Based Organization	6,105	1.1	8,300	1.4	9,308	1.6	8,478	1.5	6,717	1.1	6,565	1.1
Library	1,216	0.2	2,000	0.3	1,983	0.3	2,074	0.4	1,835	0.3	1,637	0.3
State Agency	29,099	5.1	31,605	5.3	36,798	6.2	44,983	7.7	50,610	8.6	58,764	9.7
Jail Programs*	8,367	1.5	11,050	1.9	12,260	2.1	14,028	2.4	13,160	2.2	14,128	2.3
County Office of Education	3,309	0.6	3,529	0.6	3,650	0.6	3,909	0.7	3,712	0.6	4,591	0.8
California State University	78	0.0	N/A	0	60	0.0						
County/City Government**					86	0.0	20	0.0				
Total	565,311	100.0	591,574	100.0	591,893	100.0	583,088	100.0	586,632	100.0	602,837	100.0

English Literacy and Civics Education Enrollment by Provider Type (learners qualified for Federal Tables)

Provider Type	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	78,568	91.3	133,840	80.6	156,123	79.71	165,004	80.4	172,349	80.3	175,452	80.8
Community College	4,009	4.7	27,111	16.3	34,094	17.41	35,075	17.1	37,478	17.5	38,053	17.5
Community-Based Organization	2,858	3.3	3,880	2.3	4,045	2.07	3,973	1.9	3,700	1.7	2,662	1.2
Library	196	0.2	761	0.5	898	0.46	553	0.3	554	0.3	517	0.2
County Office of Education	341	0.4	455	0.3	564	0.29	561	0.3	559	0.3	453	0.2
California State University	78	0.1	N/A		60	0.03						
County/City Government**					78	0.04						
Total	86,050	100.0	166,047	100.0	195,862	100.0	205,166	100.0	214,640	100.0	217,137	100.0

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

** Housing Authority of the City of Los Angeles (HACLA) Workforce Center

APPENDIX A (con't)
Data Tables for Workforce Investment Act Title II Funded Agencies

Six Years of WIA Title II Learners Entering Program but Dropped from Federal Tables

Number of Learners Entering Program and Hierarchically Dropped from Federal Table Inclusion	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Learners with Entry Records	815,310	842,464	848,220	833,624	841,190	855,021
Learners with Less than 12 hours of instruction	191,349	189,171	194,674	187,513	185,090	181,333
Learners < 16 years	3,944	5,164	5,770	6,649	6,502	5,891
Learners concurrently enrolled in HS/K12	31,245	39,380	41,949	43,215	44,087	47,676
Learners without a valid instructional level	23,461	17,175	13,934	13,159	18,879	17,284
Total Number of Learners Included in Federal Tables	565,311	591,574	591,893	583,088	586,632	602,837

CASAS 2008

National Reporting System Core Performance Learning Gains Data Submission Timeliness for WIA Title II Funded Agencies

	Number of Agencies					% Submitted by First Deadline (08/15)				
	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08	2003 -04	2004 -05	2005 -06	2006 -07	2007 -08
Small	116	118	103	89	79	80.2	89.8	94.2	94.4	96.2
Medium	158	167	169	167	172	95.6	100.0	98.8	100.0	97.7
Large	17	19	17	17	15	100.0	100.0	100.0	100.0	100.0
Total	291	304	289	273	266	89.7	96.1	97.2	98.2	97.4

CASAS 2008

Annual Payment Points Earned by WIA Title II Funded Agencies 2001-02 to 2007-08

Year	Total Population Selected for Payment Points	Total Number of Payment Points*
2001-02	542,425	239,293
2002-03	564,192	267,761
2003-04	601,835	284,426
2004-05	598,380	286,177
2005-06	590,883	280,866
2006-07	586,632	285,490
2007-08	602,837	296,638

CASAS 2008

* Includes payment points earned in all programs except Student Outcome Datasets (SODs) in English Literacy and Civics Education, Citizenship Preparation tests and learning gains earned by agencies funded only for EL Civics.

APPENDIX B
Summary of California Core Performance Results

Entering Educational Functional Level	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	Performance Goal	Performance (Against all Enrollees)												
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	17.0	25.7	20.0	21.2	22.0	23.3	25.0	25.1	25.0	24.2	26.0	27.3	25.0	26.4
ABE Beginning Basic	24.0	36.4	26.0	36.4	28.0	41.1	37.0	43.0	42.0	41.4	44.0	40.0	43.0	39.0
ABE Intermediate Low	24.0	37.7	26.0	38.1	28.0	33.8	39.0	37.6	38.0	33.5	38.0	34.1	36.0	35.3
ABE Intermediate High	26.0	29.9	26.0	29.6	28.0	29.3	30.0	30.4	31.0	27.4	31.0	25.8	31.0	25.6
ASE Low	15.0	25.4	15.0	24.6	17.0	22.1	32.0	24.7	26.0	21.5	26.0	15.4	25.0	16.9
ASE High	9.0	28.3	11.0	30.5	13.0	29.3	31.0	26.2	30.0	24.8	27.0	25.2	--	25.2
ESL Beginning Literacy	22.0	32.2	24.0	33.6	26.0	35.4	34.0	38.7	36.0	40.1	40.0	41.0	41.0	41.6
ESL Beginning (Low 2006-07)	24.0	28.4	24.0	30.2	26.0	31.1	31.0	32.6	32.0	34.3	34.0	29.7	35.0	31.1
ESL Beginning (High 2006-07)											34.0	47.3	36.0	47.2
ESL Intermediate Low	26.0	39.8	28.0	40.6	30.0	42.4	41.0	42.9	43.0	43.3	44.0	43.5	44.0	44.2
ESL Intermediate High	26.0	43.0	28.0	42.8	30.0	43.3	43.0	43.0	44.0	42.3	44.0	42.0	44.0	41.6
ESL Advanced Low	22.0	22.7	22.0	22.6	24.0	22.6	25.0	22.2	24.0	21.7	23.0	19.1	23.0	19.8
ESL Advanced High	N/A	19.3	N/A	18.8	N/A	18.3	N/A	17.7	N/A	19.7	N/A	N/A	N/A	N/A
Core Follow-Up Outcome Measures*														
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	9.0	31.7	11.0	27.6	13.0	28.8	30.0	27.9	30.0	26.5	30.0	32.4	30.0	36.0
Entered Employment	10.0	54.5	11.0	54.4	13.0	54.6	55.0	50.2	56.0	49.9	56.0	52.7	53.0	56.9
Retained Employment	12.0	85.7	13.0	81.9	15.0	82.4	83.0	87.0	83.0	91.4	88.0	92.0	91.0	92.9
Entered Postsecondary Education	7.0	60.4	8.0	53.5	10.0	54.9	55.0	57.2	56.0	47.3	58.0	47.8	57.0	42.4

CASAS 2008

* These performance results were obtained from a student survey and include those students that returned the survey. Performance for 2000-2001 program year was based on data entered by students or local education officials. Results differed significantly based on the two methodologies. In addition, performance results are weighted by program.

APPENDIX C Federal Tables

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

Enter the number of participants* by educational functioning level,** ethnicity,** and sex.

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy	157	71	330	171	2,402	678	3,881	1,276	149	59	2,639	1,494	13,307
ABE Beginning Basic Education	295	161	396	229	3,370	1,069	6,190	2,795	222	116	2,115	792	17,750
ABE Intermediate Low	407	289	610	504	4,474	1,706	8,435	5,334	388	282	3,475	1,594	27,498
ABE Intermediate High	958	699	1,566	1,374	8,353	3,523	18,877	13,186	1,063	749	9,374	4,324	64,046
ABE Subtotal	1,817	1,220	2,902	2,278	18,599	6,976	37,383	22,591	1,822	1,206	17,603	8,204	122,601
ASE Low	568	565	1,223	1,175	3,478	2,299	13,368	12,046	827	622	6,728	4,543	47,442
ASE High	318	259	606	483	2,049	1,486	5,727	4,774	433	280	5,001	2,721	24,137
ASE Subtotal	886	824	1,829	1,658	5,527	3,785	19,095	16,820	1,260	902	11,729	7,264	71,579
ESL Beginning Literacy	109	112	1,437	3,111	71	214	6,851	7,952	18	35	326	536	20,772
ESL Low Beginning	219	254	2,463	4,867	131	265	16,133	19,139	51	54	775	1,123	45,474
ESL High Beginning	474	492	3,792	7,592	232	360	26,898	32,173	98	135	1,275	1,887	75,408
ESL Intermediate Low	835	790	6,587	13,726	384	508	45,137	59,643	172	244	2,228	3,688	133,942
ESL Intermediate High	419	402	4,034	9,143	217	289	20,239	27,822	131	220	1,294	2,630	66,840
ESL Advanced	421	318	4,412	10,274	178	242	19,314	26,024	165	302	1,430	3,141	66,221
ESL Subtotal	2,477	2,368	22,725	48,713	1,213	1,878	134,572	172,753	635	990	7,328	13,005	408,657
Total	5,180	4,412	27,456	52,649	25,339	12,639	191,050	212,164	3,717	3,098	36,660	28,473	602,837

*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See attached definitions for educational functioning levels.

***A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

Table 2
Participants by Age, Ethnicity and Sex

Enter the number of participants by age,* ethnicity, and sex.

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	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)
16-18	478	419	1,663	1,272	3,243	2,521	18,597	13,540	802	568	4,529	3,123	50,755
19-24	1,500	943	4,212	5,104	5,544	3,064	55,040	35,758	1,116	730	7,337	5,427	125,775
25-44	2,481	2,143	10,122	23,392	10,953	4,814	93,816	118,347	1,286	1,147	15,889	11,179	295,569
45-59	613	756	6,438	15,018	4,963	1,833	19,298	36,596	389	478	6,610	5,520	98,512
60 and Older	108	151	5,021	7,863	636	407	4,299	7,923	124	175	2,295	3,224	32,226
Total	5,180	4,412	27,456	52,649	25,339	12,639	191,050	212,164	3,717	3,098	36,660	28,473	602,837

The totals in Columns B-M should equal the totals in Column B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	18,592	31,031	52,823	17,428	2,727	122,601
Adult Secondary Education	19,136	20,495	25,273	5,569	1,106	71,579
English-as-a-Second Language	13,027	74,249	217,473	75,515	28,393	408,657
Total	50,755	125,775	295,569	98,512	32,226	602,837

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

The total in Columns *B-F* should equal the totals for the corresponding rows in Column *N* of Table 2 and the total in Column *N* of Table 1.

Table 4
Educational Gains and Attendance by Educational Functioning Level

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each 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	13,307	4,753,832	3,513	2,127	2,956	6,838	26.4%
ABE Beginning Basic Education	17,750	2,901,670	6,915	3,945	5,368	5,467	39.0%
ABE Intermediate Low	27,498	3,941,623	9,705	5,091	9,029	8,764	35.3%
ABE Intermediate High	64,046	8,348,349	16,418	7,699	22,752	24,876	25.6%
ASE Low	47,442	4,536,813	7,994	3,216	18,731	20,717	16.9%
ASE High*	24,137	2,365,576	6,093	985	7,843	10,201	25.2%
ESL Beginning Literacy	20,772	2,300,741	8,639	6,523	4,843	7,290	41.6%
ESL Low Beginning	45,474	4,347,939	14,161	11,049	12,569	18,744	31.1%
ESL High Beginning	75,408	9,771,516	35,594	26,011	14,961	24,853	47.2%
ESL Intermediate Low	133,942	19,918,917	59,146	41,654	26,459	48,337	44.2%
ESL Intermediate High	66,840	10,764,314	27,805	18,995	13,692	25,343	41.6%
ESL Advanced	66,221	10,927,411	13,095	8,940	17,160	35,966	19.8%
Total	602,837	84,878,701	209,078	136,235	156,363	237,396	34.7%

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

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

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

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

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

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

Each row total in Column *H* is calculated using the following formula:

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 4B
Educational Gains and Attendance for Pre- and Post-tested Participants

Entering Educational Functioning Level	Total Number Enrolled Pre- and Posttested	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	8,012	3,663,184	3,513	2,127	555	3,944	43.85%
ABE Beginning Basic Education	9,232	2,090,905	6,915	3,945	867	1,450	74.90%
ABE Intermediate Low	13,907	2,853,704	9,705	5,091	1,587	2,615	69.79%
ABE Intermediate High	35,225	6,148,470	16,418	7,699	7,415	11,392	46.61%
ASE Low	13,966	2,305,895	7,994	3,216	2,619	3,353	57.24%
ASE High*	12,076	1,497,783	6,093	985	2,541	3,442	50.46%
ESL Beginning Literacy	9,814	1,741,270	8,639	6,523	277	898	88.03%
ESL Low Beginning	16,198	2,786,674	14,161	11,049	504	1,533	87.42%
ESL High Beginning	45,443	8,103,952	35,594	26,011	2,426	7,423	78.33%
ESL Intermediate Low	87,485	17,161,412	59,146	41,654	6,997	21,342	67.61%
ESL Intermediate High	44,045	9,289,807	27,805	18,995	3,937	12,303	63.13%
ESL Advanced	43,335	9,394,459	13,095	8,940	7,182	23,058	30.22%
Total	338,738	67,037,515	209,078	136,235	36,907	92,753	61.72%

Include in this table only students who are both pre- and post-tested.

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

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

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

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

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

Each row total in Column *H* is calculated using the following formula:

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Educational Gains and Attendance for Participants in Distance Education

Entering Educational Functioning Level	Total Number Enrolled Pre- and Posttested	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	85	7,430	17	9	37	31	20.00%
ABE Beginning Basic Education	113	16,751	28	15	41	44	24.78%
ABE Intermediate Low	441	56,132	94	49	80	267	21.32%
ABE Intermediate High	787	122,423	188	64	308	291	23.89%
ASE Low	909	126,034	147	65	278	484	16.17%
ASE High*	362	55,560	98	22	98	166	27.07%
ESL Beginning Literacy	1,972	397,596	1,140	857	255	577	57.81%
ESL Low Beginning	6,644	872,446	1,705	1,320	1,547	3,392	25.66%
ESL High Beginning	8,376	1,776,376	4,668	3,499	1,157	2,551	55.73%
ESL Intermediate Low	18,542	4,448,576	10,042	7,222	2,516	5,984	54.16%
ESL Intermediate High	9,119	2,242,819	4,390	3,006	1,432	3,297	48.14%
ESL Advanced	8,889	2,274,477	1,978	1,385	1,884	5,027	22.25%
Total	56,239	12,396,620	24,495	17,513	9,633	22,111	43.56%

Include in this table only students who are counted as distance education students.

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

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

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

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

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

Each row total in Column *H* is calculated using the following formula:

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Enter the number of participants for each of the categories listed and calculate the percentage achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	10,911	9,546	1532	16%	872	56.9%
Retained Employment	7,382	6,450	1172	18%	1089	92.9%
Obtained a GED or Secondary School Diploma	34,113	N/A	32,994	97%	11,951	36%
Entered Postsecondary Education or Training	6,778	5,660	1,034	18%	438	42.4%

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and exited during the program year.

**Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited in the first and second quarter and entered employment by the end of the first quarter after program exit, and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter. Exclude from this total all participants who exited in the third and fourth quarters of the program year (see Implementation Guidelines for explanation).

*** Report in Column B the number of participants with a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent.

Effective the program year beginning July 1, 2001 report in Column B *only* students with this goal who *exited* during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training. **Effective the program year beginning July 1, 2001** report in Column B *only* students with this goal who *exited* during the program year.

Instructions for completing Columns C – E differ according to (1) whether all local programs in the state used a survey to obtain the measure and *one or more* programs sampled students, (2) whether *all* local programs in the state used a survey to obtain the measure and *no* programs sampled students or (3) whether data matching was used to obtain the measure. See instructions below for each alternative and examples under *Additional Instructions* that illustrate completion of the table.

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	8,960
Employed	219,808
Unemployed	220,851
Not in the Labor Force	88,521
On Public Assistance	29,491
Living in Rural Areas*	Not Collected
Program Type	
In Family Literacy Programs**	17,655
In Workplace Literacy Programs**	3,021
In Programs for the Homeless**	1,456
In Programs for Work-based Project Learners**	0
Institutional Programs	
In Correctional Facilities	71,131
In Community Correctional Programs	407
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	23,754
Displaced Homemaker	4,031
Single Parent	18,747
Dislocated Worker	4,313
Learning Disabled Adults	Not Collected

*Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

**Participants counted here must be in program specifically designed for that purpose.

Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	0	33	0
Local-level Administrative/ Supervisory/Ancillary Services	409	788	52
Local Teachers	10,323	1,806	578
Local Counselors	173	113	4
Local Paraprofessionals	1,407	468	245

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Followup 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*	70,260				21,926	31%
Entered Employment	1100	857	60	7%	5	8%
Retained Employment	16	13	0	0%	0	0%
Obtained a GED or Secondary School Diploma	7,208	N/A	6,271	87%	1,885	30%
Entered Postsecondary Education or Training	214	83	22	27%	5	23%

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Table 14
Local Grantees by Funding Source, FY 2007-08

Enter the number of each type of grantee (see attached definitions) directly funded by the state and the amount of federal and state funding they receive.

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub- Recipients (C)	WIA Title II Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	181	18	50,101,067	6.6%	707,821,000	93.4%
Public or Private Nonprofit Agency	47	n/a	2,027,763	100%	n/a	n/a
Community-based Organizations	30	n/a	1,229,641	100%	n/a	n/a
Faith-based Organizations	7	n/a	420,892	100%	n/a	n/a
Libraries	10	n/a	377,230	100%	n/a	n/a
Institutions of Higher Education	17	n/a	9,757,783	100%	n/a	n/a
Community, Junior or Technical Colleges	17	n/a	9,757,783	100%	n/a	n/a
Four-year Colleges or Universities	n/a	n/a	n/a	n/a	n/a	n/a
Other Institutions of Higher Education	n/a	n/a	n/a	n/a	n/a	n/a
Other Agencies	3	n/a	4,032,618	100%	n/a	n/a
Correctional Institutions	2	n/a	3,846,941	100%	n/a	n/a
Other Institutions (non-correctional)	n/a	n/a	n/a	n/a	n/a	n/a
All Other Agencies	1	n/a	185,677	100%	n/a	n/a

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.
2. In Column (C), report the total number of each entity receiving funds as a sub-recipient. (*Entities receiving funds from a grantee as part of a consortium are to reported in column (C).*)
3. In Column (E), the percentage is to be calculated using the following formula:

$$\frac{\text{Column D}}{\text{Column D} + \text{Column F}} = \text{Col (E)}$$
4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.
5. In Column (G), the percentage is to be calculated using the following formula:

$$\frac{\text{Column F}}{\text{Column D} + \text{Column F}} = \text{Col (G)}$$

OMB Number 1830-0027, Expires 10/31/08.

GRANTEE DEFINITIONS FOR TABLE 14

Local Education Agencies are publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are a public or private non-profit institution of higher education that primarily offers baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions refer to state or federal penal institutions for criminal offenders. These include prisons, jails, and other correctional detention centers.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (federal, state, local) agencies not listed in the categories above.

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 (con't)
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 & II Partnership

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

Resource documents and links to related Web sites

[Adult Education One Stop Survey Report](#) (PDF; Outside Source)

This report is located on the OTAN Web site and provides complete text of the adult education survey of One Stop partnerships, including an executive summary, data, respondent recommendations, and policy considerations.

[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.

[Information Bulletin](#) (PDF; Outside Source)

This bulletin is provided by the Employment Development Department (EDD) and conveys information from the CWIB and California Department of Education (CDE) regarding adult education and literacy providers.

[Correspondence from CWIB Chairman](#) (PDF; Outside Source)

This is a letter from Lawrence Gottlieb, Chairperson, CWIB, supporting the role of literacy in the Workforce Investment system and supporting partnerships between adult education and One Stop Systems.

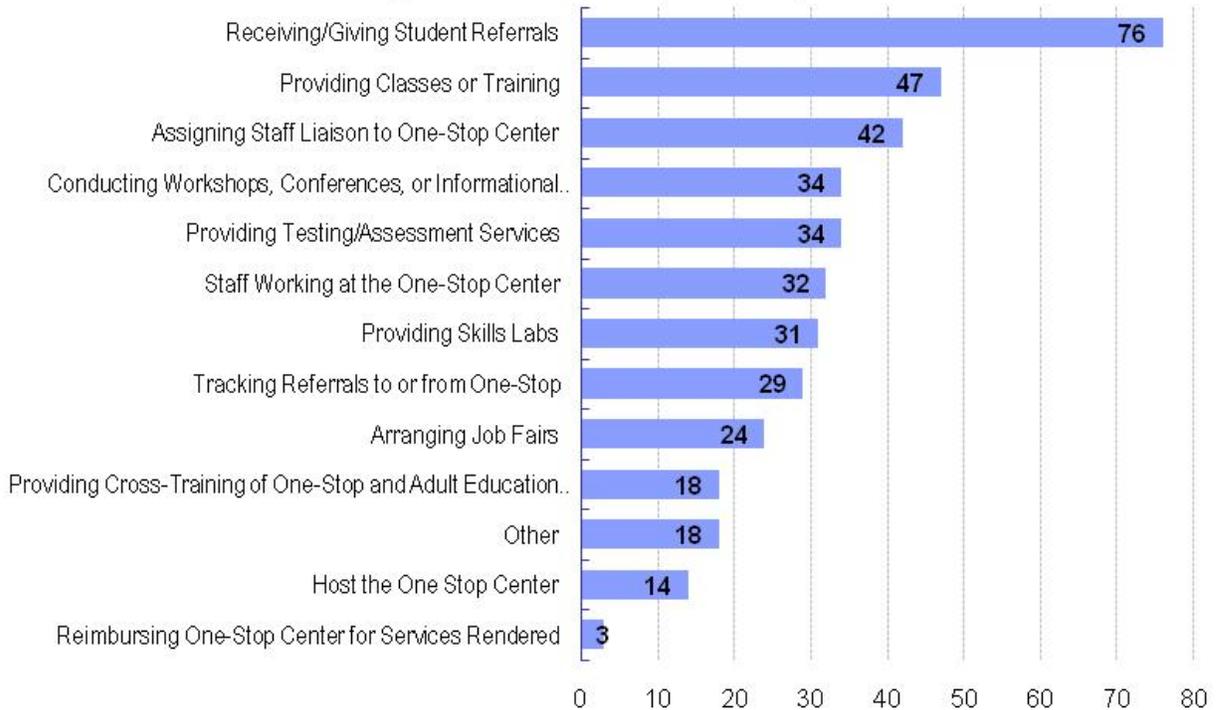
[One Stop Information](#)

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

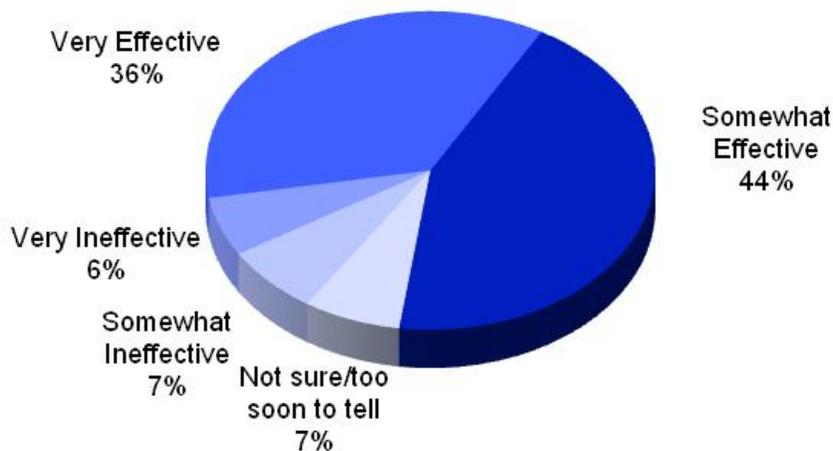
APPENDIX E

Collaboration Data for Workforce Investment Act Title II Funded Agencies (Excerpt from responses to the 2007-08 Survey of WIA Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2007-08 (Percent of All Respondents)



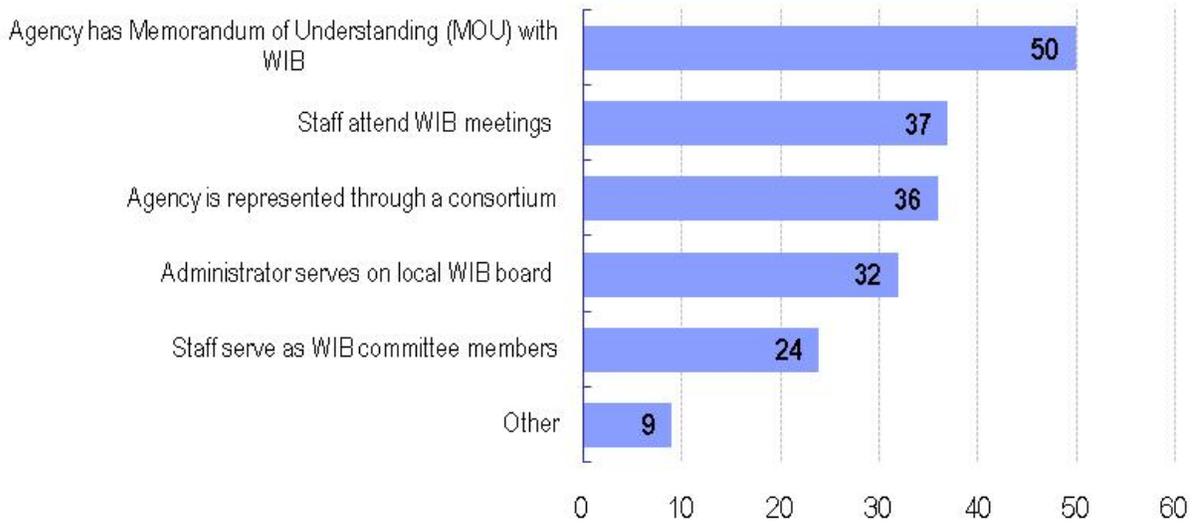
Effectiveness of Agency Interactions with Local One-Stop Center in 2007-08 (Percent of All Respondents)



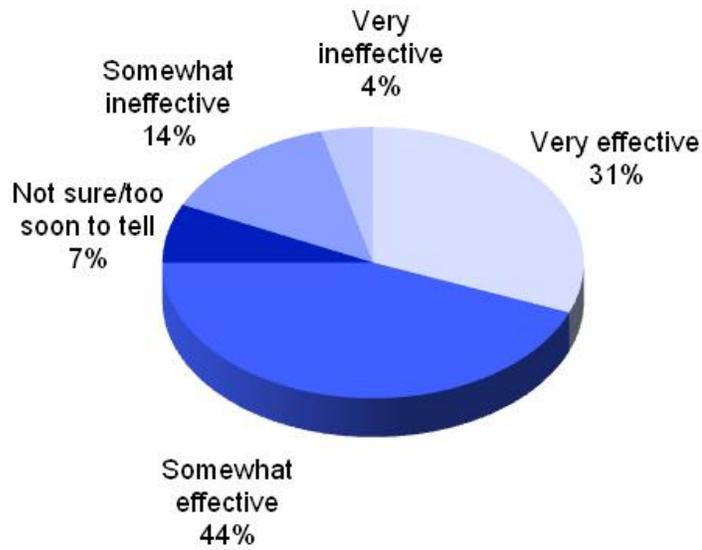
CASAS 2008

APPENDIX E (con't)
Collaboration Data for Workforce Investment Act Title II Funded Agencies

**Ways Agencies Interacted with Local Workforce Investment Boards
in 2007-08 (Percent of All Respondents)**



Effectiveness of Agency Interactions with WIB in 2007-08 (Percent of All Respondents)



CASAS 2008

APPENDIX F
English Literacy Civics Education Data Tables

2007-08 EL Civics Agency Enrollment by Funding Type

Funding	Civic Participation		Citizenship Preparation		Total EL Civics Agencies
	Total Enrollment		Total Enrollment		
	<u>N</u>	%	<u>N</u>	%	<u>N</u>
Citizenship Preparation Only	---		679	2.6	3
Civic Participation Only	339	0.2	---		5
Citizenship Preparation and ABE 231	---		5,957	22.5	8
Civic Participation and ABE 231	49,634	24.8	---		38
Citizenship Preparation and Civic Participation only	1,105	0.6	146	0.6	6
Civic Participation, Citizenship Preparation and ABE 231	149,211	74.5	19,699	74.4	115
Tota	200,289	100.0	26,481	100.0	175

CASAS 2008

2007-08 EL Civics Agency Enrollment by Provider Type

EL Civics Provider Type	Civic Participation Enrollment*		Citizenship Preparation Enrollment*		Total EL Civics Agencies
	<u>N</u>	%	<u>N</u>	%	
Adult School	163,030	81.40	21,003	79.31	129
Community College	35,283	17.62	3,722	14.06	13
Community Based Organization	1,335	0.67	1,390	5.25	26
Library	201	0.10	323	1.22	3
County Office of Education	440	0.22	43	0.16	4
Tota	200,289	100.0	26,481	100.0	175

CASAS 2008

*Some students were enrolled in both Civic Participation and Citizenship Preparation classes

EL Civics Data Highlights 2007-08

Number of Agencies funded for EL Civics	175
Received EL Civics Funding only	14
Received EL Civics and 231 Funding	161
Total EL Civics Learner who qualified for the Federal Tables	217,137
Total EL Civics Learners with pre- and post-tests	137,965
Total EL Civics Learners completing an instructional level	89,139
Total EL Civics Learners who advanced one or more levels	62,159

CASAS 2008

*Numbers of students enrolled in Civic Participation and Citizenship Preparation programs will not add up to the total number of EL Civics students because of dual enrollment of some students in both programs

*Some students were enrolled in both Civic Participation and Citizenship Preparation classes

APPENDIX F (con't)
English Literacy Civics Education Data Tables

The Ten Most Used Civic Objectives (CO) and Additional Assessment Plans in 2007-08

CO #	Additional Assessment Plan Description	Total	Total	Total	Total
		Agencies Selected	Assessments Administered	Learners Passed	Learners Passed %
33	Identify and access employment and training resources needed to apply for a job.	63	20,541	18,067	88.0
28	Access the health care system and be able to interact with the providers.	60	16,964	14,875	87.7
13	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	49	9522	8159	85.7
46	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	42	11,397	10,539	92.5
40	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	42	8,726	7,607	87.2
16	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	39	6,530	5,873	89.9
1	Identify/evaluate/compare financial service options in the community.	34	8,991	7,244	80.6
11	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	26	7,245	5,964	82.3
10	Identify, locate, and map important places in the community, the state, and the country, and list services available and/or importance of each location.	25	8,312	6,799	81.8
12	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	25	6,192	5,082	82.1

The Ten Most Used Civic Objectives (CO) and Additional Assessment Plans in 2006-07 and 2007-08

CO #	2006-07				CO #	2007-08			
	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %		Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
33	87	24,343	20,696	84.3	33	63	20,541	18,067	88.0
28	73	17,029	15,471	90.8	28	60	16,964	14,875	87.7
13	57	15,828	13,828	84.2	13	49	9522	8159	85.7
40	43	8,533	7,166	83.9	46	42	11,397	10,539	92.5
46	39	14,510	11,793	84.9	40	42	8,726	7,607	87.2
1	36	5,345	4,213	79.7	16	39	6,530	5,873	89.9
16	34	6,216	5,261	84.5	1	34	8,991	7,244	80.6
12	25	7,721	6,790	87.5	11	26	7,245	5,964	82.3
11	25	8,232	7,346	89.7	10	25	8,312	6,799	81.8
4	22	5,569	4,887	87.8	12	25	6,192	5,082	82.1

CASAS 2008