



# California Adult Education

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## WIA Title II Program Implementation

*Fiscal year 2005-06 represents the seventh year of the Workforce Investment Act (WIA) Title II implementation. 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 of WIA Title II. The plan states that the California Department of Education (CDE) will review strategies, processes, and barriers to attaining the performance levels negotiated with the United States Department of Education and quantitative and qualitative data to evaluate the progress and improvement of the local Section 225 and 231 grant programs. The specific education provider types of the section 225 and 231 grant programs are listed in Tables 1 and 2. This research brief addresses and summarizes WIA II implementation for 2005-06.*

*In 2005-06, 289 agencies served 833,624 students, a slight decrease in student enrollment from 2004-05. Tables 1 and 2 show a three-year history of funded agencies and student enrollment. Funded agencies include several different provider types that reach a diverse adult population located throughout the state representing a wide variety of ethnicities and language groups. Agency size ranges from small (fewer than 500 students) to medium (501-8,000 students) and large (8,000 or more students). 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 2005-06 WIA Title II program success include the following:

- Of the 833,624 learners enrolled in WIA Title II programs, 69.9 percent met the National Reporting System (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 NRS-eligible learners (583,088), 54.0 percent or 314,931 remained in their programs long enough to take both a pretest and a post-test.
  - Of the learners who took both a pretest and a post-test (197,472), 62.7 percent attained level completion through completion of their entry instructional level or attainment of a high school diploma or General Education Development (GED).
- California met or exceeded 3 of 11 core performance goals for literacy skill level completion.
- California met the goal for the core-performance measure keep a job, but did not achieve the negotiated goals for the other three core performance measures: get a job, enter postsecondary, and get a high school diploma or GED. A data match was used to determine those learners who obtained a GED and survey data was used for the other measures.
- Local English Language Civics (EL Civics) funded programs showed very positive results. EL Civics expands English literacy services and promotes the development of integrated programs that incorporate English language and literacy instruction and Civics education. The programs benefited students through involvement in curricula directly linked to their identified goals and through civic participation activities.
  - 208,910 learners were enrolled in EL Civics funded programs of which 98.2 percent (205,166) qualified for inclusion in the NRS Federal Tables and 61.6 percent (128,790) took both a pretest and a post-test.
  - Of the number of NRS-eligible learners who took both a pretest and a post-test, 64.1 percent completed an instructional level and 43.7 percent advanced one or more levels.
  - In a state-wide survey, 93.0 percent of agencies reported that the EL Civics program increased student confidence and helped students interact within the classroom and the community.
  - Learners enrolled in Citizenship Preparation also accomplished the following: 12,804 learners took the Government and History for Citizenship test and 82.7 percent passed; 3,968 learners took the Comprehensive Adult Student Assessment Systems (CASAS) Citizenship Interview Test and 73.0 percent passed; 154,092 learners participated in additional performance assessments and 85.7 percent passed.
- The majority of local providers indicated 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 analyze and leverage program strengths and identify strategies for continuous instructional and program improvement.
  - Data submissions received in a timely manner increased from 79.8 percent in 2000-2001 to 97.2 percent in 2005-06.
  - 89.9 percent of agencies reported that they used data and assessment results to determine program improvement priorities.

**Table 1***Three-year History of WIA Title II Funded Agencies by Provider Type*

Provider Type	2003-04	2004-05	2005-06
	N	N	N
Adult Schools	174	180	177
Community-Based Organizations	54	54	47
Community College Districts	18	19	18
Library Literacy Programs	13	13	12
County Offices of Education	9	9	8
California Conservation Corps*	1	1	1
California State University	0	1	0
County/City Government	0	1	1
Institutions (225 funded)**	22	26	25
Total	291	304	289

\*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.

**Table 2***Three-year History of WIA Title II Student Enrollment by Provider Type*

Provider Type	2003-04	2004-05	2005-06
	N	N	N
Adult Schools	693,588	687,055	661,179
Community-Based Organizations	11,271	12,113	10,040
Community College Districts	76,647	79,172	79,313
Library Literacy Programs	2,865	3,168	2,889
County Offices of Education	5,740	5,177	5,263
State Agencies	37,426	42,944	51,565
California State University	0	74	0
County/City Government*	0	128	30
Jail Programs**	14,927	18,389	23,345
Total	842,464	884,220	833,624

\*Hacla Workforce Center.

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

For historical (trend data) purposes, some state agencies and 225 funded agencies in this table are classified differently.

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## ► Findings

Responses from the 2005-06 Survey of WIA Title II Programs in California highlight the following four sets of findings:

### 1. Successful program strategies for 2005-06:

- Provided a coordinator in charge of assessment
- Provided more timely student-level feedback to instructors
- Reassigned or added staff to data collection and accountability responsibilities in order to; (1) shift the data collection responsibilities away from classroom instructors; and (2) provide more efficient and accurate processing of data
- Established data quality control processes such as reviewing all forms and answer sheets prior to scanning
- Provided targeted training and professional development
- Implemented student orientation and goal-setting processes
- Implemented testing schedules
- Collaborated with other agencies for program and instructional improvement
- Focused instruction on students' identified needs and goals

- Conducted frequent needs assessments and effectively used results to guide instruction
- Integrated technology into the instructional process
- Used a focused agenda and clear class objectives

### 2. Agency priorities for 2006-07:

- Initiating processes to improve student persistence, to include orientation, enrollment procedures, goal-setting activities, and feedback processes
- Updating and/or developing new curriculum to include aligning curriculum to state, CASAS, and/or EL Civics standards and objectives
- Increasing student outcomes or achievement
- Increasing outreach and enrollment
- Assessing the potential impact of the California High School Exit Examination (CAHSEE) and continuing to develop strategies to address this impact
- Continuing to improve data management and analysis to address specific issues such as student persistence
- Increasing technological integration in classrooms and programs
- Providing or improving professional development activities

### 3. Identified professional development needs for agencies for 2006-07:

- 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
- Improving knowledge and ability to integrate technology into classrooms and programs

### 4. Challenges for agencies for 2006-07:

- Tracking and increasing student persistence, focusing on strategies that increase the percentage of students who remain in class long enough to complete both Entry and Update records and demonstrate progress based on pre- and post-test scores
- Increasing the use of distance learning, especially in small agencies
- Improving response time for providing student test results and reports to instructors
- Continuing to make efficient use of the resources offered by the state leadership projects
- Continuing to focus on developing collaborations with local Workforce Investment Boards (WIB) to improve the effectiveness of the One-Stop system
- Meeting all quarterly reporting deadlines and ensuring the completion of the WIA Title II Survey and Instructional Questionnaire
- Quantifying the impact of the CAHSEE to determine strategies for meeting students' needs

The following recommendations to the CDE reflect the analysis of survey and focus group data. As agencies demonstrate increased success, effective strategies that promote that success should continue to receive support.

## ► Recommendations

### DATA QUALITY, SUBMISSION, AND USE

#### Accountability

Recommendation 1: Continue to provide technical assistance and resources to assist WIA Title II agencies as they (1) continue to improve data quality and reporting accuracy and; (2) use data to support program improvement and to focus instruction.

#### Data Match

Recommendation 2: Provide authority and resources to implement a data match system for WIA Title II agencies to collect and report on core performance outcome measures more reliably.

#### Low Performing Agencies

Recommendation 3: Continue to provide targeted technical assistance to low performing agencies. Identify agencies that consistently fail to achieve California state goals and, based on analyses of processes and procedures, determine the specific reasons for their poor performance, and develop program improvement plans based on this information.

### PROGRAM MANAGEMENT

#### Professional Development

Recommendation 4: Continue to provide accessible quality professional development activities for all levels of program personnel (administrators, instructors, and other staff). Investigate and promote alternative delivery modes such as teleconferencing and online training, and reassess agency staff development needs (as identified through the leadership projects, regional networking meetings, focus groups, surveys, and other resources) throughout the program year.

#### California High School Exit Exam (CAHSEE)

Recommendation 5: Provide resources and support for agencies experiencing the impact of the CAHSEE, addressing the assessed needs of program management, instructors, and students.

### PROGRAM RESOURCES

#### State Leadership Projects - California Adult Literacy Professional Development Project (CALPRO), California Distance Learning Project (CDLP), Outreach and Technical Assistance Network (OTAN), and Comprehensive Adult Student Assessment System (CASAS)

Recommendation 6: Continue to support the four State Leadership Projects in providing targeted training and technical assistance and facilitating the use of project resources focusing on: (1) low

performing agencies; (2) agencies in remote areas of the state; and (3) small agencies.

#### Technology

Recommendation 7: Support and promote the expansion and use of resources available for identifying and using current and new technology at both the program and classroom levels.

#### Distance Learning

Recommendation 8: Continue to support the use and improvement of distance learning strategies for all agencies. Continue to work with the CDLP to document the benefits of distance learning including leveraging technology to provide increased access to learning opportunities.

### RESEARCH AND DISSEMINATION

#### Evidenced-Based Research

Recommendation 9: Provide support and resources to ensure that evidenced-based adult learning strategies inform instruction, identify and disseminate current research that can be adapted for practical use in adult education classrooms.

#### Student Success

Recommendation 10: Identify and distribute information at both 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 11: Provide resources and support to increase and strengthen the collaboration of local literacy providers and employment-related agencies, including local Workforce Investment Boards (WIB) and One-Stops.

#### Advisory Groups

Recommendation 12: 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.

#### **Developed by**

CASAS — *Comprehensive Adult Student Assessment Systems* — under contract with the California Department of Education.