



California Adult Education End-of-Year Progress Report to the Legislature

Implementation of the
Workforce Investment Act (WIA) Title II
Program Year 2009
July 1, 2008 to June 30, 2009

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

End-of-Year 2008–09 Progress Report to the California Legislature

Implementation and Impact of the Workforce Investment Act
(WIA) Title II Adult Education and Family Literacy Act

Submitted by the
California Department of Education, Adult Education Office

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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 2008–09 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

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List of 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
ARRA	American Recovery and Reinvestment Act of 2009
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CAHSEE	California High School Exit Examination
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDCR	California Department of Corrections and Rehabilitation
CDCR-DJJ	CDCR-Division of Juvenile Justice
CDDS	California Department of Developmental Services
CDE	California Department of Education
CLASP	Center for Law and Social Policy
COE	County Offices of Education
CPEC	California Postsecondary Education Commission
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Educational Development
GPDA	Geographic price difference adjustment
MOU	Memorandum of Understanding
NAS	National Academy of Sciences
NCLB	No Child Left Behind
NCTN	National College Transition Network
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
OVAE	Office of Vocational and Adult Education
PD	Professional Development
PPIC	Public Policy Institute of California
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
ED	United States Department of Education
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act
WIB	Workforce Investment Board
WSCS	Workforce Skills Certification System

Introduction

The Federal Workforce Investment Act (WIA) Title II, Adult Education and Family Literacy Act provides funding for states and territories to provide instruction in English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) to adults in need of these literacy services. California State Budget Act language for fiscal year 2008–09 (Item 6110-156-0890 provision 3) requires the California Department of Education (CDE) to report on the implementation of the WIA Title II:

On or before March 1, 2010, the State Department of Education shall report to the appropriate subcommittees of the Assembly Budget Committee, the Senate Budget and Fiscal Review Committee on the following aspects of Title II of the Federal Workforce Investment Act:

- (a) the makeup of those adult education providers that applied for competitive grants under WIA Title II and those that obtained grants, by size, geographic location, and type (school district, community colleges, community-based organizations (CBOs), other local entities);*
- (b) the extent to which participating programs were able to meet planned performance targets; and*
- (c) a breakdown of the types of courses (ESL, ESL Citizenship, ABE, ASE) included in the performance targets of participating agencies.*

It is the intent of the Legislature that the Legislature and State Department of Education utilize the information provided pursuant to this provision to: (a) evaluate changes that may be necessary to improve the implementation of the accountability-based funding system under the WIA Title II; and (b) evaluate the feasibility of any future expansion of the accountability-based funding system using state funds.

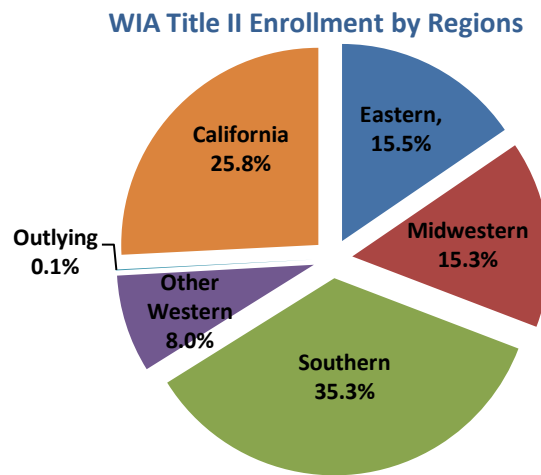
Fiscal year 2008–09 represents the tenth year of WIA Title II implementation. Two major implementation goals are to: (1) increase performance outcomes; (2) increase student success in transitions to postsecondary education and to the workforce. WIA Title II multiyear grants are funded on a pay-for-performance basis. California's federal funding allocation plan is based on documented student performance and goal attainment in educational programs. It requires all agencies to collect the following information on all students for whom they receive federal funding:

- Demographic and educational program information
- Individual student progress and learning gains in the literacy skill levels of reading, writing, and speaking the English language, numeracy, English language acquisition; and other literacy skills.
- Student outcomes, including the completion of a General Educational Development (GED) Test certificate, attainment of a high school diploma, acquisition or retention of unsubsidized employment, and entered postsecondary education or training. (See Appendix A for further information about data collection issues.)

Each year, California uses the student performance data to negotiate performance goals with the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), for eleven literacy levels within the program areas of ABE, ASE, and ESL, and the four core follow-up outcome measures of: (1) entered employment; (2) retained employment; (3) entered postsecondary education or training; and (4) attained a GED certificate or high school diploma. The literacy level performance goals are based on the percentage of all enrollees who complete a literacy level within the program year. The core follow-up outcome measures are based on the percentage of adult learners who identify specific goals for their enrollment and achieve their goals after exiting the program. For specific information, refer to California's Performance section and to Appendix B for the Summary of California Core Performance Results from 2003 to 2009.

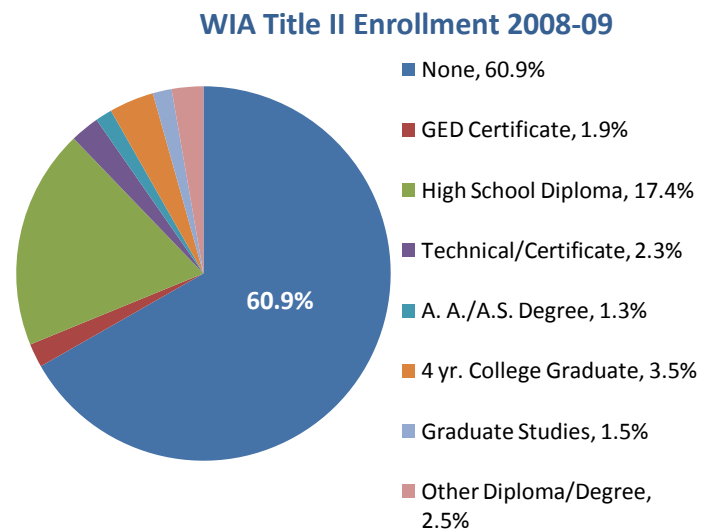
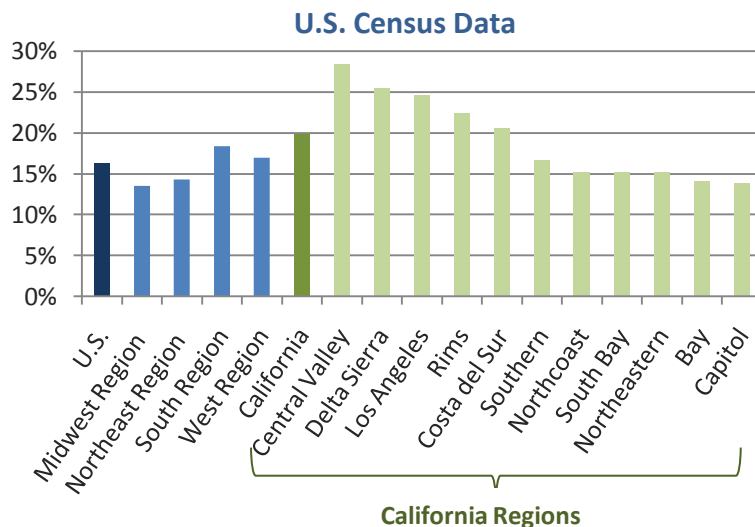
California and the Nation

The CDE Adult Education WIA Title II federally funded programs provide lifelong educational opportunities and support services to more than **one-fourth of the nation's adults** enrolled in WIA Title II. They address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic condition and become positive contributors to the economy and to their families and communities.

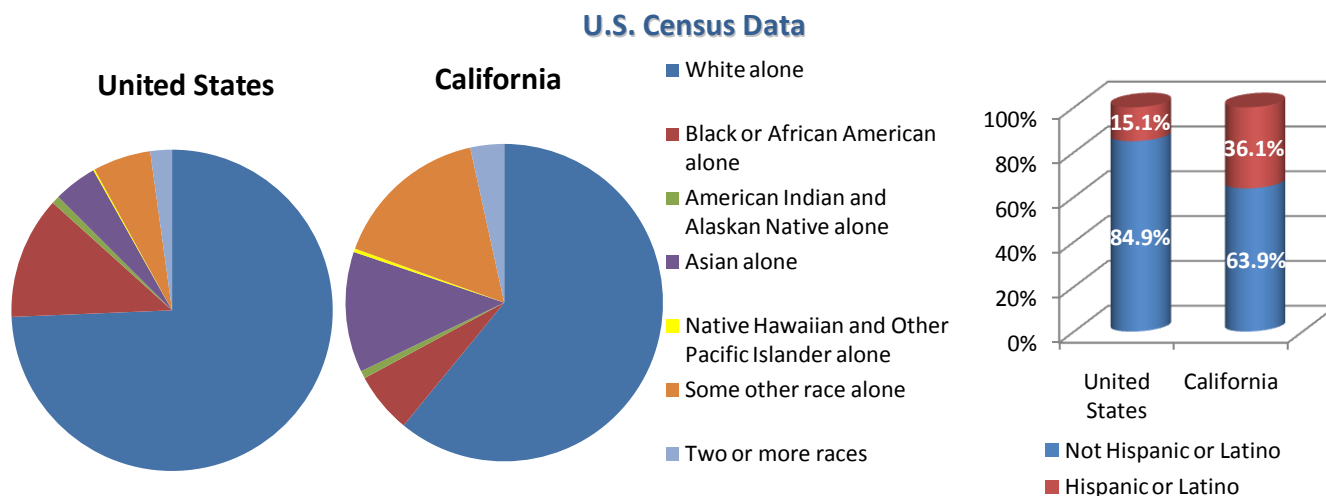


Across the United States the profile of literacy needs varies among regions due to significant differences in the distribution of adults of different races and ethnicities, educational backgrounds, the unemployment rate, poverty levels, and other factors.

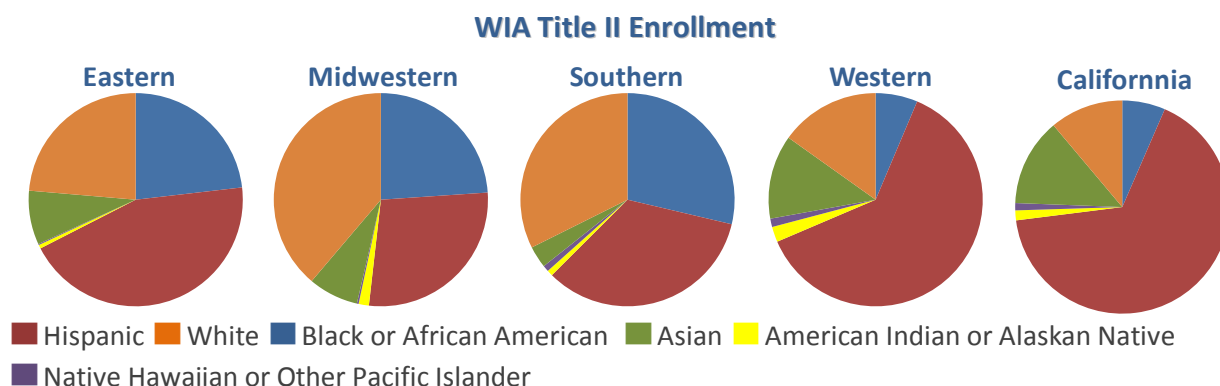
- California has the highest percentage of adults ages 18 years and older who do not have a high school diploma according to the U.S. Census. More than 60 percent of learners enrolled in WIA Title II programs are adults without a high school diploma.



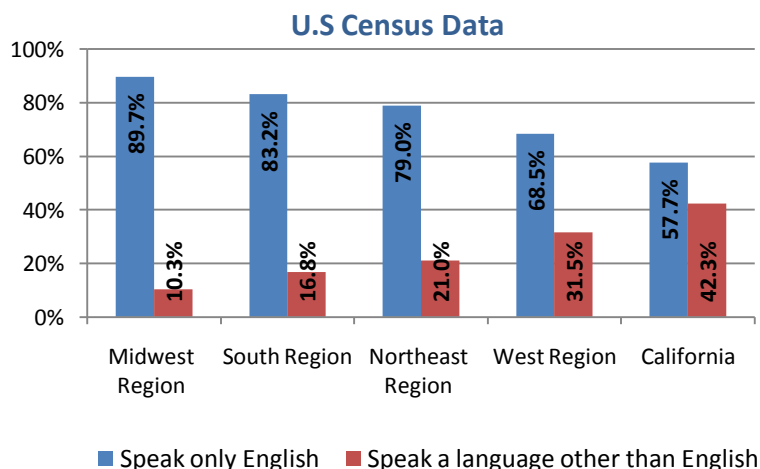
- California is home to the most diverse population in the nation. California has a larger percentage of Hispanics, Asians, and other races compared to the national average.



More than 62 percent of the WIA Title II learners enrolled in California are Hispanic. This is followed by Asians at 13.3 percent and whites at 15.1 percent. The race and ethnicity distribution of the WIA Title II enrollees is significantly different compared to the other regions.



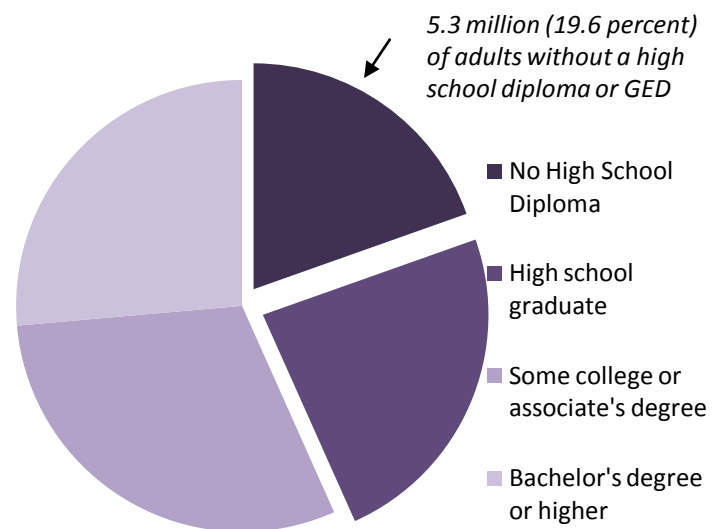
- California leads the nation in its proportion of adults speaking a language other than English in the home. This proportion is four times larger than in the Midwest region of the country. More than 70 percent of learners enrolled in WIA Title II programs speak a native language other than English.



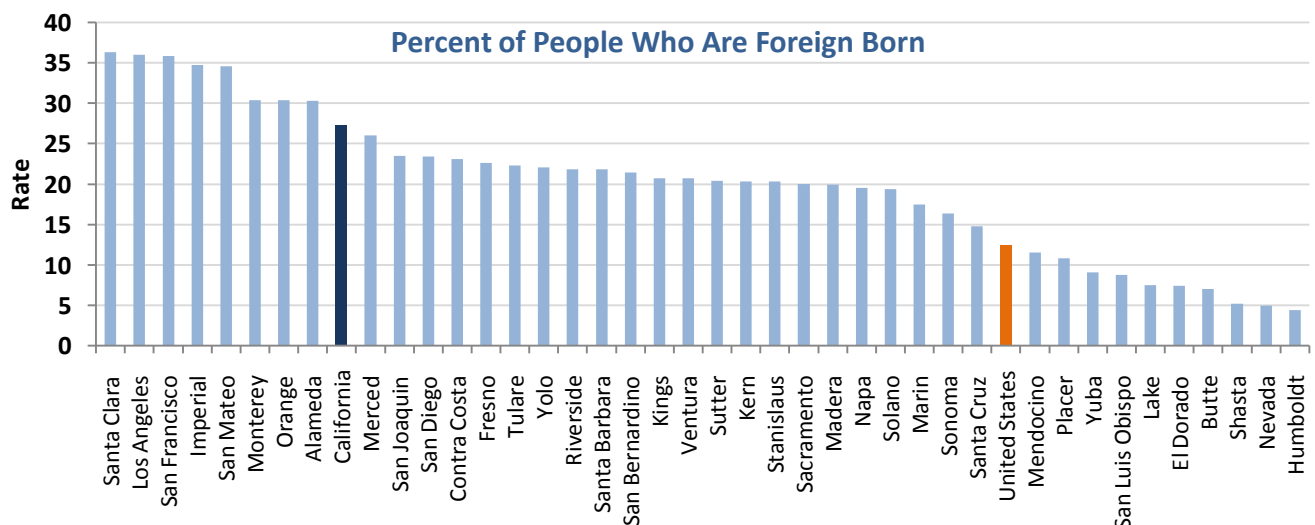
Addressing California's Literacy Needs

- Adults without a high school diploma and no postsecondary education:** In California, one out of five adults who is out of school and over the age of 18 (more than 5.3 million adults) does not have a high school diploma, according to the 2000 U.S. Census, American Community survey. More than six million adults with a high school diploma or GED will require some remedial coursework to even apply to college. High school dropout rates have increased from 11 percent in 2000–01 to 15.3 percent in 2007–08 according to the No Child Left Behind (NCLB). There are also significant graduation gaps among student subgroups.

Adults 18 years or older



- California is home to the most diverse population in the nation. More than **3.3 million** adults 18-64 years old **“speak English less than well.”** Approximately 14 million (42.3 percent) California residents speak a language other than English, compared to an average of 19.6 percent nationwide. One-third of the national non-English-speaking population lives in California. More than 27 percent of the total population in California is foreign born. Many of these individuals need English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children’s education.

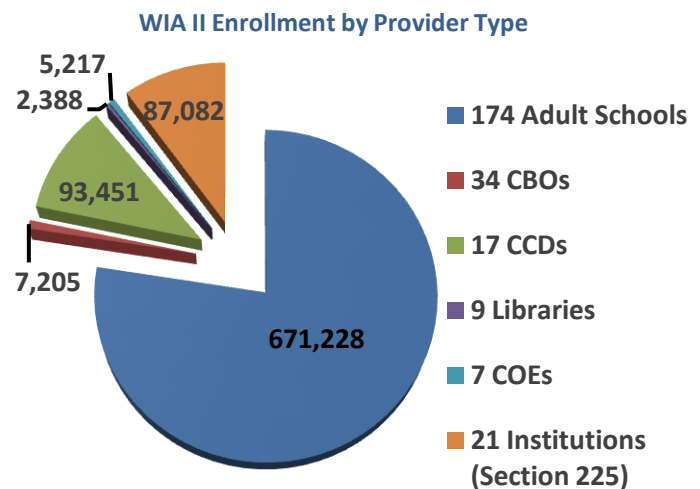


- **More than 1.2 million California residents of labor-force age are unemployed.** The current unemployment rate is at all time high, 12.9 percent. The need for workplace readiness is significant. Employers report that in addition to basic reading, writing, and computation skills, many job candidates lack job-readiness skills such as time management. This is in addition to the communication and critical thinking skills that are increasingly required.
- **Skills Gap:** Projections of the state's economy show that it is continuing along a trajectory of steadily increasing demand for a highly educated workforce. But the state is unlikely to meet this demand.

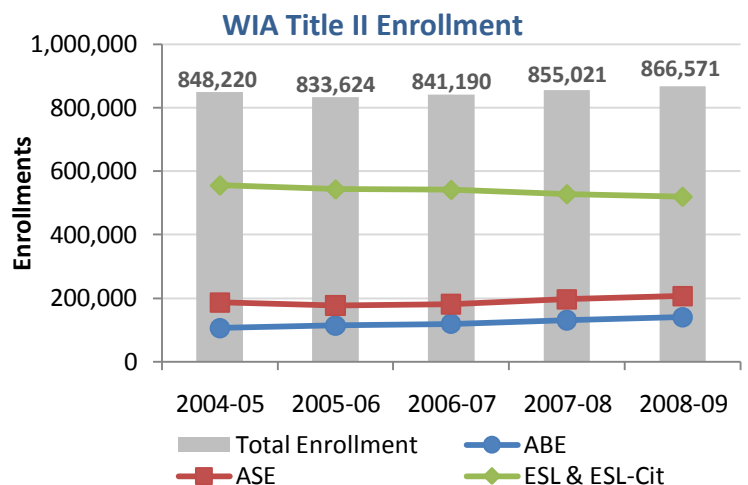
Due to the effects of several factors including immigration, the skills gaps created by baby boomer retirements, the limited English proficiency of the population, the lack of basic skills and workplace readiness, the high rate of high school dropouts, and the limited postsecondary preparation of many high school graduates, the need for adult education will increase dramatically in the future.

California's Enrollment: The makeup of those adult education providers that applied for competitive grants under WIA Title II and those that obtained grants, by size, geographic location, and type.

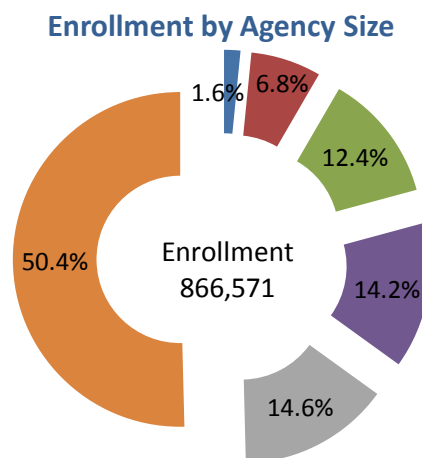
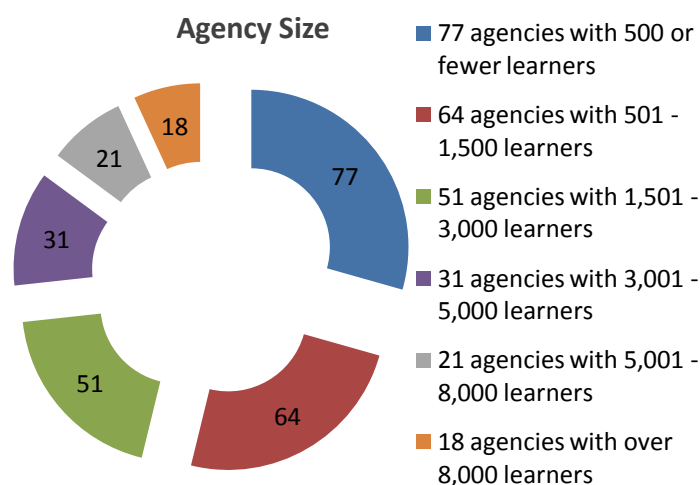
In 2008–09, **262** local agencies served **866,571** learners in the WIA Title II, Adult Education and Family Literacy Act (AEFLA) programs under Section 225, Section 231, or English Literacy and Civics Education (EL Civics). Agencies that were funded in 2004–05 could reapply for WIA Title II funding. Adult schools comprised the majority of WIA Title II agencies that applied for and received funding. Other adult education providers include CBOs, community college districts (CCDs), library literacy programs, and county offices of education (COE). Section 225 includes state and local institutions, such as county jail education programs and state agencies serving institutionalized adults. Of the 21 agencies receiving Section 225 funding to serve institutionalized adults, 18 were jail programs, and the remaining three were state agencies: California Department of Corrections and Rehabilitation (CDCR), CDCR-Division of Juvenile Justice (DJJ), and the California Department of Developmental Services (CDDS). Adult schools served 78 percent of the learners enrolled in WIA Title II. The percentages of students enrolled by provider type were consistent over prior years.



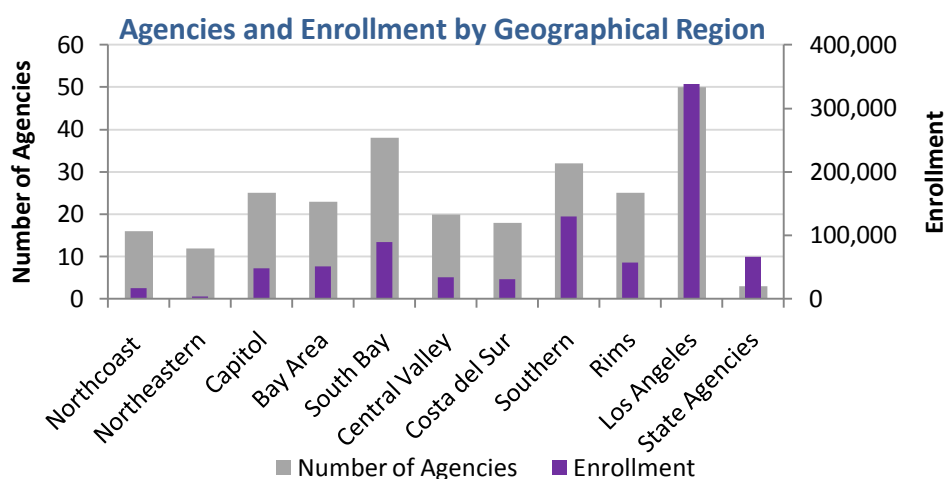
Over the last four years enrollment in the WIA Title II programs has increased steadily to meet local needs for better basic skills, English proficiency, to help achieve high school diploma/GED and postsecondary preparation, even with reduced funding and continuing budget pressures. ESL programs served the majority of the adult learners (60 percent). ASE served 24 percent and ABE served 16 percent of the total learners enrolled. ABE and ASE programs served a slightly higher proportion of the total learners, and ESL programs served a slightly lower proportion in 2008–09.



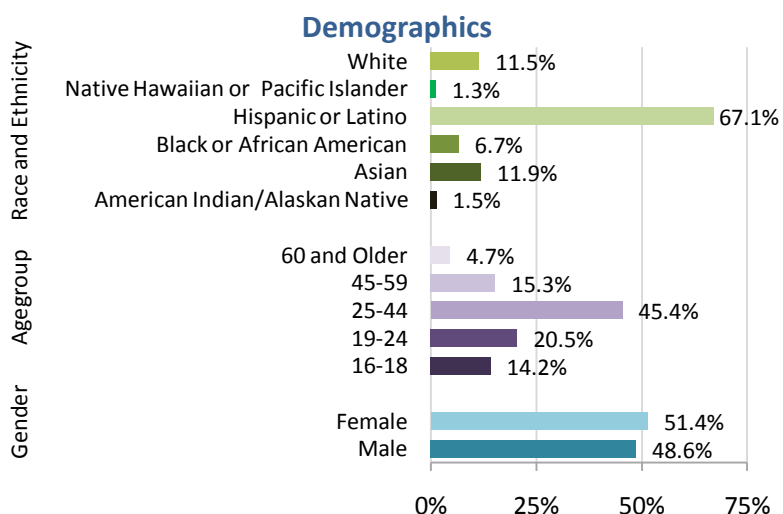
In the charts below agencies are categorized by the number of enrollments. Eighteen large agencies with annual enrollments over 8,000 learners served the majority of the WIA Title II learners while smaller agencies (77) served only 1.6 percent of the enrollees.



The CDE classifies California into 11 geographic regions. The Los Angeles area has the highest number of agencies and enrollment according to the CDE geographic regions. Refer to Appendix B Tables for a list of counties comprising each region.

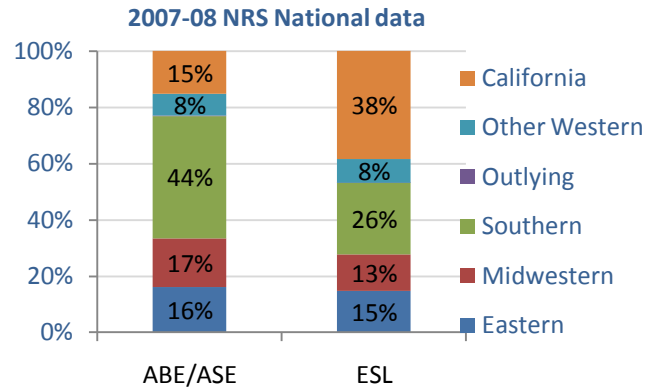


Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in WIA Title II programs are Hispanic (67.1 percent) and Asian (11.9 percent). Adult learners are more likely to be female (51.4 percent) than male (48.6 percent). The largest group of adult school learners (41.3 percent) is between the ages twenty-five to forty-four.



California's Performance: The extent to which participating programs were able to meet planned performance targets

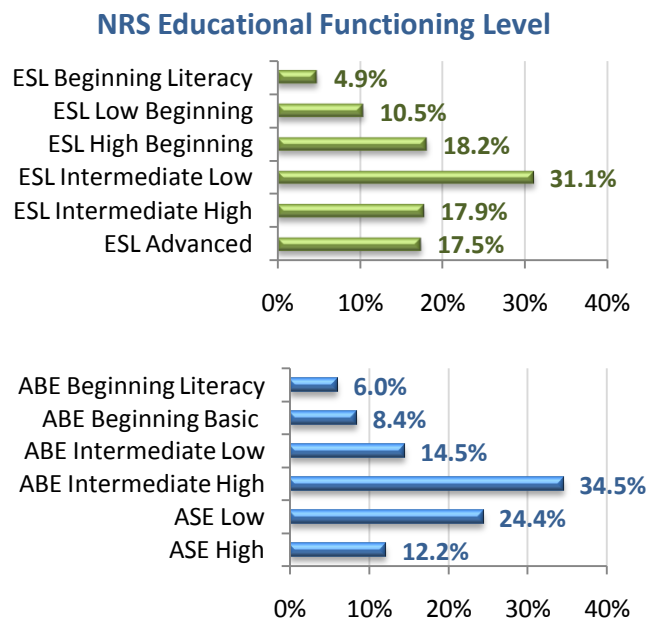
In 2008–09, **618,767 (71.4 percent)** qualified for the National Reporting System (NRS) federal reporting. The NRS requires that states restrict the student data reported to the ED to only those learners who persisted in program for more than 12 hours, not concurrently enrolled in K-12, and 16 years and older. According to the NRS federal data, California serves **one fourth of the nation's adults** enrolled in WIA Title II programs – 15 percent of the total ABE/ASE learners and 38 percent of the ESL learners.



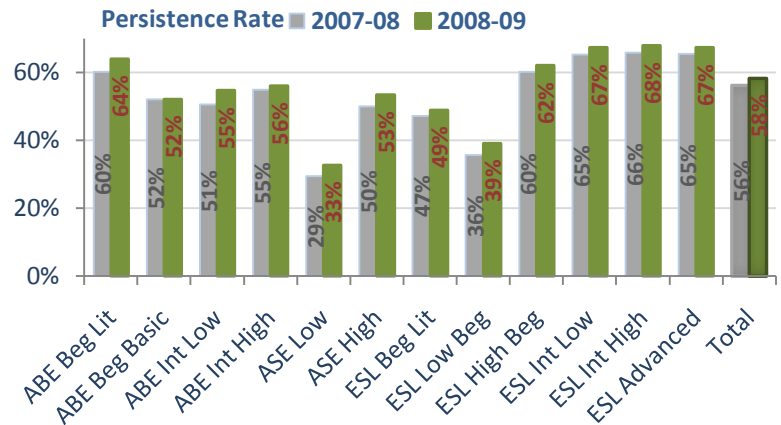
California measures and pays local providers when students accomplish specific learning gains and attain a high school diploma or GED. California uses three core indicators of performance for **performance-based** federal WIA II funding. Agencies can earn up to three benchmark payments per learner within the annual grant period. These three pay-points result when a learner (1) makes a significant learning gain;¹ (2) completes two instructional levels; and (3) receives a GED certificate or attainment of a high school diploma. Benchmarks reported to the CDE help determine future levels of federal local assistance funding to local agencies.

¹ 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.

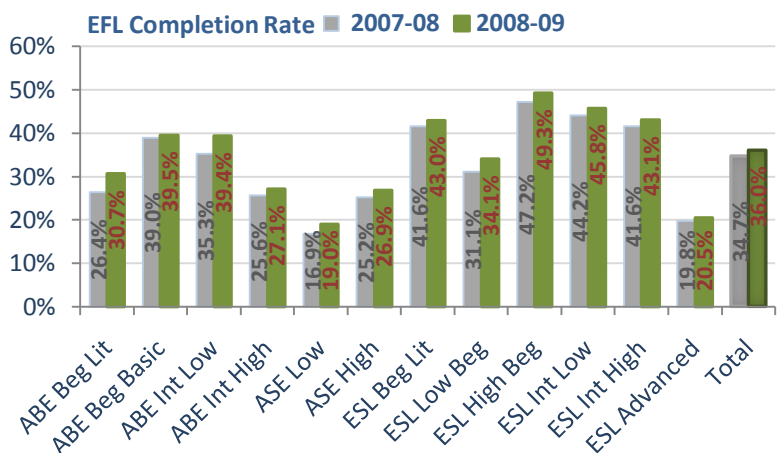
In reports submitted to the NRS, student performance is measured through completion of federally defined Educational Functioning Levels (EFLs). The majority (65 percent) of the ABE and ASE learners entered programs at the ABE intermediate high (CASAS scores from 221 through 235) and ASE low (CASAS scores from 236 through 245) instructional levels. ASE learners entered programs predominantly at the advanced instructional levels (CASAS scores 236 and higher). The highest percentage of ESL learners (31.1 percent) entered programs at the ESL intermediate low level (CASAS scores from 201 through 210).



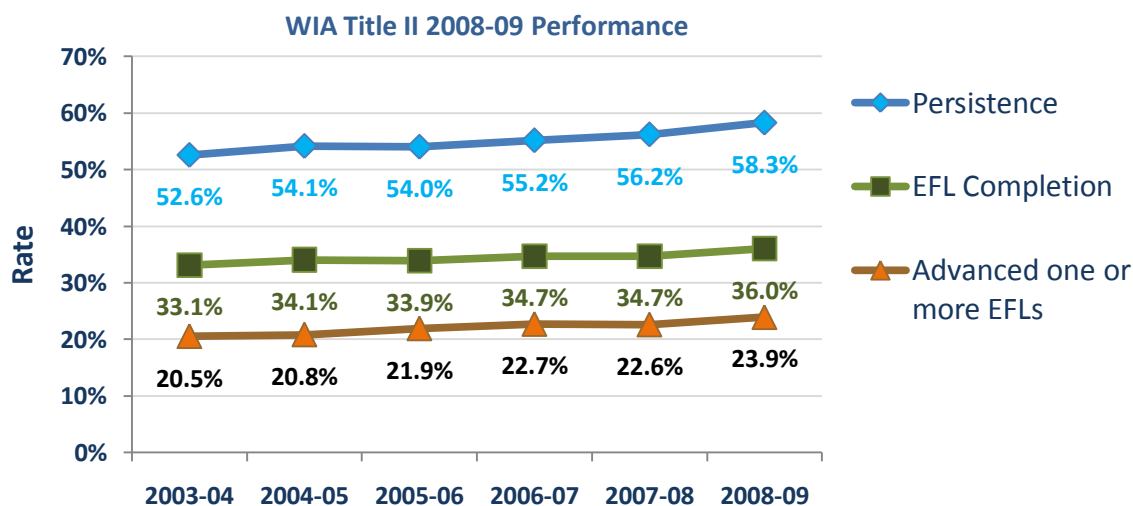
618,767 WIA Title II learners who qualified for NRS federal reporting, on an average, took 146 hours of instruction. Learners who persisted in the program (360,538) and were administered a pre- and post-test, took slightly more than 200 hours of instruction. The persistence rates in 2008–09 improved for all twelve EFLs compared to 2007–08. California achieved a total persistence rate of 58.3 percent.



The completion rate for all twelve EFLs improved in 2008–09 compared to 2007–08. Of those 618,767 WIA Title II learners who qualified for NRS federal reporting **222,982 (36 percent) learners completed an EFL.** More than 60 percent of the learners who persisted completed an EFL, and more than 40 percent advanced one or more levels.



California has steadily improved performance on persistence, EFL completion, and advancement of one or more levels over the past four years.



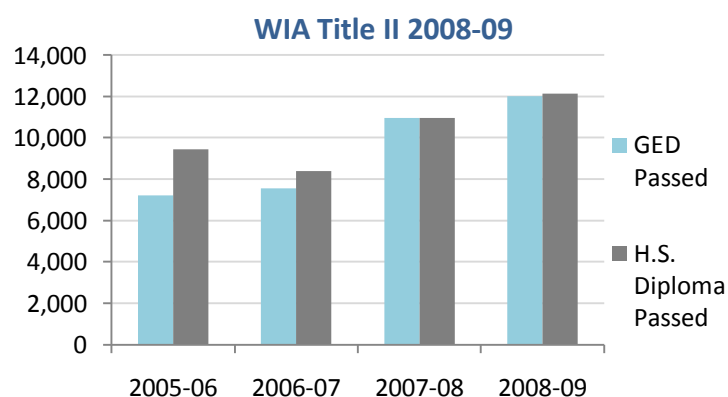
The NRS federal report data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning gains outcomes. In 2008–09 the California WIA Title II agencies **met or exceeded six of the 11 negotiated state goals** in NRS EFLs.

The six EFLs in which the aggregated state performance met or exceeded the 2008–09 state goals are ABE beginning literacy, ABE intermediate low, ESL beginning literacy, ESL beginning high, ESL intermediate low, and ESL intermediate high.

Educational Level Completion		
Educational Functioning Level	2008-09 CA State Goals	2008-09 CA Performance
ABE Beginning Literacy	28%	30.7%
ABE Beginning Basic	43%	39.5%
ABE Intermediate Low	36%	39.4%
ABE Intermediate High	29%	27.1%
ASE Low	22%	19.0%
ASE High	--	26.9%
ESL Beginning Literacy	42%	43.0%
ESL Low Beginning	35%	34.1%
ESL High Beginning	48%	49.3%
ESL Intermediate Low	44%	45.8%
ESL Intermediate High	43%	43.1%
ESL Advanced	22%	20.5%

California also exceeded state goals for the core follow-up measures of obtaining a GED or secondary school diploma, entering employment, and retaining employment. **Both the number of learners who received a GED and attained a high school diploma increased over the last three years.** California uses a Student Follow-Up Survey to track results for those learners who entered employment, retained employment, and entered postsecondary education or training.

Response rates are typically low. The CDE has implemented new policies starting in the 2008–09 program year to improve the Core Performance Follow-Up Measures survey. In addition to mail, agencies can now e-mail the survey or administer the surveys via telephone. These additional options will likely increase the rate of response from learners.



Refer to the tables in Appendix B for more information on WIA Title II adult education providers and performance.

In addition to the three core indicators of performance for benchmarks, California assesses EL Civics students using performance-based additional assessments that measure student attainment of civic objectives as well as standardized assessments for citizenship preparation. EL Civics continues to have a positive impact on the delivery of English language instruction. The design and implementation of EL Civics programs provide an opportunity for EL Civics students to apply what they learn in the classroom to have a positive impact on their lives and in their communities. In 2008–09, the CDE funded 173

agencies to provide EL Civics educational services to 231,785 adult learners. Of those, 24,771 students were enrolled in Citizenship Preparation and 216,959 were enrolled in Civic Participation. More than nine thousand (9,348) learners passed the CASAS Government and History for Citizenship test, and 2,756 passed the oral CASAS Citizenship Interview Test. Civic Participation programs assess students using performance-based additional assessments that measure student attainment of civic objectives. More than 110,000 students throughout the state took Civic Participation performance-based additional assessments and more than 90 percent passed one or more of them.

California has made data quality a top priority. The CDE provides online and regional training and targeted 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. At the end of the program year the statewide NRS EFL completion goals and performance are compared with agency level performance. The longitudinal data is also analyzed to track improvement in persistence and performance, and the CDE staff and the CASAS regional program specialists provide targeted technical assistance to the low performing agencies.

In 2008 the WIA Title II federally funded programs administered by the CDE Adult Education Office (AEO) were monitored by the ED OVAE and received the following commendation.

Noteworthy Practice: *California and the CDE exhibit a strong commitment to adult education programs and services.*

California leads the nation in its financial commitment to supporting a full range of adult education and family literacy programs. The use of State apportionment funds across the ten state authorized components of adult education including ABE, ESL and ASE programs enables local agencies to address diverse and emerging needs. This level of funding supports state-of-the-art programming, use of technology, and facilities. Under the current California budget, state apportionment funding for the adult schools has shifted to the local school district. This has created unprecedented pressures on the adult education system. At a time of increasing global competition, the implications of a decline in adult education funding will be serious, both for the state's economic future and for the well-being of its residents.

California's Initiatives and Priorities

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

Leadership Project activities relate to each of three high priority state plan goals: (a) Establish and implement professional development programs to improve the quality of instruction provided; (b) Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; (c) Provide technical assistance to eligible providers of adult education and literacy activities. The goal of these collaborative efforts is to maximize resources and provide support to WIA Title II-funded adult education providers in California.

ABE Initiative: The CDE has implemented a statewide ABE initiative to address program improvement strategies in California ABE-funded programs and classrooms. Local agencies receive guidance from the CDE and the three leadership projects on:

- Identifying strengths and challenges of their adult education programs.
- Developing and implementing a work plan to improve services.
- Providing professional development in evidence-based reading instruction.
- Implementing technology in the classroom.
- Measuring and analyzing student learning progress and outcomes.
- Establishing transition pathways to postsecondary education and the workforce.

In addition, adult education students will be provided assessment, placement, goal-setting, counseling, and follow-up services. The goal is to help students earn a high school diploma, acquire a self-sustaining job, prepare for citizenship and civic participation, learn healthy habits, develop effective parenting skills, and go to college. Twenty-two local agencies participating in the ABE initiative have submitted an action plan composed of objectives (steps in the process), strategy and actions, person(s) responsible, completion data, and an evaluation plan.

Transitions to Postsecondary and Workforce: Statewide priorities include a focus on transitions to the workforce and postsecondary training. California is facing a serious shortfall in its supply of college-educated workers. According to the Public Policy Institute of California's (PPIC) 2025 report, a potential mismatch was highlighted between the level of education the future population is likely to possess and the level of education that will be demanded by the future economy. There is also a growing challenge for individuals with only a high school diploma to find stable, good-paying jobs. The California adult education

system will demonstrate its effectiveness in moving students into postsecondary institutions, vocational training programs, and ultimately into higher paying, higher skilled jobs. The CDE and CALPRO conducted the California College Transition Institute and Summit Meeting. In collaboration with the National College Transition Network (NCTN), ninety-two adult education administrators attended the two, two-day institutes comprising training on the College Transition Tool Kit produced by the NCTN.

Strategic Plan: The CDE is developing a strategic plan to address the critical and emerging educational and workforce needs of adults throughout the state. The plan will provide a renewed vision for the CDE's adult education system and identify strategies and resources necessary to implement the plan.

Administrator's Forum: CALPRO, CASAS, and OTAN have organized the Adult Education Administrators Forum. The Forum provides a venue for adult education administrators to engage critically with their peers on topics that affect the development, management, and sustainability of their adult education programs. Examples of some topics discussed in this forum are Strategic Collaborations for American Recovery and Reinvestment Act (ARRA) – Opportunities for Adult Education, Managing Relations with Your District and Community, Planning for a Sustainable Adult Education, and the Adult Administrator As a Business Manager – generate revenue, meet workforce need, collaborate with One-Stop Centers.

Collaboration and integration of WIA Title I and Title II activities:

One Stop Pilot – Coordinating Assessment Between WIA I and II: Recognizing the common reporting needs of WIA Title I and II funded programs, the CDE is partnering with CASAS to implement CASAS eTests at six paired WIA Title I One Stops and WIA Title II adult education programs. The partnerships between the WIA Title I and II funded programs help streamline their assessment and reporting processes, coordinate data sharing, facilitate the referral and tracking of clients, and document outcomes. The ultimate goal of the pilot is to identify “best practices” that will help all WIA partners provide “seamless” service to adult learners and job seekers and transition them successfully to higher education or into the workforce.

ABE Pilot for Workforce Skills Certification – The CDE is partnering with CASAS, local One Stops and Workforce Investment Boards (WIBs), local Chambers of Commerce, parolee programs, and adult education programs to implement a workforce skills program leading to a National Workforce Skills Certification. Learners enrolled in vocationally focused ABE programs are administered the CASAS National Workforce Skills Certification System (WSCS) that measures readiness for work and is composed of the applied academic skills of reading, math, problem solving, and critical thinking. Learners are also assessed on employer-defined soft skills including fourteen effective personal behavior and customer

service skills. Adult education programs provide instruction and support needed, and based on the profile, work with the One Stops and employers to link participants to available jobs matching their skills profile.

Aligning WIA Title II Data Collection with Perkins – The CDE Perkins Office and AEO are working with CASAS to identify data elements from the WIA Title II Student Entry Record that meet Perkins requirements. The goal is to streamline local agency federal data reporting efforts.

Statewide Job Web Site Connecting WIA Title I and Title II – CDE Adult Education and partners created an innovative and new Web resource, “California Direct Connect – Links to Your Future.” The Web pages were designed to help students and workers find jobs, explore careers, investigate opportunities to continue their education, and access workforce resources.

Eligible Training Provider List Alignment and Referral – The CDE Adult Education Office is working with the California Employment Development Department to link adult school agency data to the state’s Eligible Training Provider List System to streamline WIA Title I and II referrals.

Focus on Technology: The CDE and the leadership projects are using technology to provide more just-in-time, cost-effective trainings and to support adult education providers.

Web-based Trainings – Provided more online, Web-based facilitated and self-paced trainings to reach larger audiences in a cost-effective manner. **Moodle** is a free, open-source course management system currently hosted by OTAN for use in California adult education programs. Its design facilitates online distance education or combined classroom and distance learning. CASAS is using Moodle to provide more opportunities for self-paced courses, open entry-open exit trainings.

TIMAC – OTAN continued to offer a Technology Integration Mentor Academy (TIMAC) to train and support instructors to become the technology mentors for their programs. Technology offers tools that promote active learning and engagement, enhance the curriculum, and provide skills that are essential for literacy and employment.

CASAS eTests – Seventy California WIA II agencies have implemented CASAS eTests. Key advantages of computerized testing include placing students into programs quickly and accurately, generating test results and instructional reports immediately, eliminating hand scoring or scanning, and tracking student progress from placement to pretest, post-test, and program exit.

CASAS Data Portal – Provides an online reporting tool that presents California adult learner data at the state and local agency level. Agencies can compare local

performance with state goals and the performance of other local agencies, counties, geographical regions, and provider types.

CALPRO Alternative Delivery Systems Initiative – CALPRO offered professional development courses on core adult education content through its Alternative Delivery Systems Initiative. Other innovative uses of technology included the development of a Multi-Level ESL Virtual Workroom, self-paced online courses, and the development of the California College Transition Electronic Professional Learning Community.

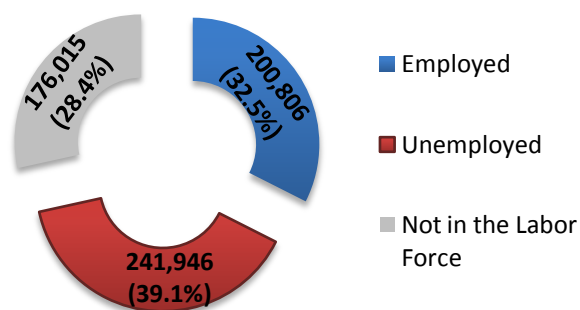
Legislative Recommendations for Improving Implementation of a Performance-Based Funding System

The following legislative recommendations for improving implementation of a performance-based funding system come from field-based surveys, regional focus groups, data review groups, and a field evaluation team.

- a. **Data match** — Continue to develop a data match system for adult education programs in California to capture core performance outcome measures (entered employment, retained employment, entered postsecondary education or training) and thereby provide reliable, current, and comprehensive information that:
- Accurately reflects program successes and challenges.
 - Meaningfully demonstrates return on investment.
 - Enables targeted program improvement for outcomes directly related to employment.
 - Supports effective state level policy decisions.

The CDE is able to use data matching to obtain numbers of learners obtaining a GED or high diploma. But for the employment-related goals and entered postsecondary education or training outcome measures, local providers use surveys as California is restricted from using student Social Security numbers. The response rate for the survey is very low (20 percent or less). Indicating the real number of students would be a powerful tool to substantiate program effectiveness and the impact of adult education on students' employment or pursuit of postsecondary education. Although the learner outcome self-reported in the Update Record shows a significant number of learners achieving employment goals, the CDE currently is unable to verify this number without a data match.

In 2008–09 more than 240,000 (39 percent) learners enrolled in WIA Title II were unemployed.



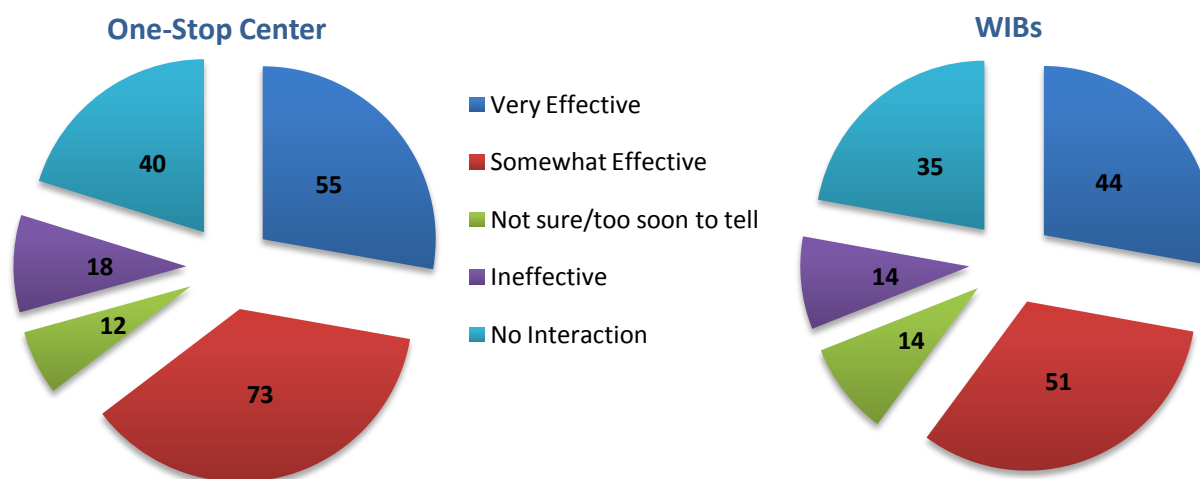
The CDE AEO federally funded WIA Title II programs was monitored by the ED OVAE and received the following recommendation: ***The CDE should revisit its efforts to use a data match process to document employment and postsecondary outcomes.*** The CDE AEO continues to seek solutions to this

challenge and the implications it holds for reporting employment outcomes for adult learners.

b. Collaboration with WIBs and One-Stop Centers — Continue to provide resources and support to increase and strengthen the collaborations of local literacy providers and employment-related agencies that:

- Offer basic skills and literacy instruction in combination with job training to adults most in need (employed and unemployed).
- Identify and share information related to effective programs and program practices.
- Identify models of effective collaboration.
- Provide incentives for strengthening local collaborations.

The 2008–09 Survey of the WIA Title II Programs provided information related to collaboration with **WIBs** and One-Stop systems. Of the 174 adult schools, 17 CCDs and 7 COEs, a majority 128 agencies, reported that they have effective interaction with their local One-Stop Systems, and 95 agencies reported that they have effective interaction with their WIBs.



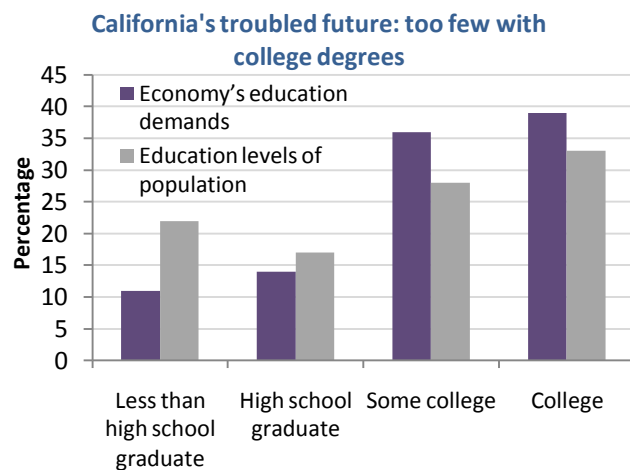
The CDE has undertaken the following initiatives:

- One-stop pilot coordinating assessment between WIA Titles I and Title II
- ABE pilot for workforce skills certification
- Aligning WIA Title II data collection with Perkins data collection requirements
- Statewide job web site connecting WIA Titles I and Title II (California Direct Connect — Links to Your Future)
- Eligible Training Provider List Alignment and Referral

- c. **Transition to postsecondary education and training** — Continue to facilitate the process of successful transition into postsecondary education while maintaining a strong, functional program of ABE, ASE, and ESL instruction.

Recent studies ([PPIC's California 2025 report](#)) comparing the number of degrees awarded with the job market needs of the coming decade have indicated that California will not have enough college graduates to meet labor market demands. According to the California Postsecondary Education Commission's (CPEC) [College-Going Rates report](#) about 26 percent of California's high school graduates enroll at four- year public and private universities shortly after completing high school.

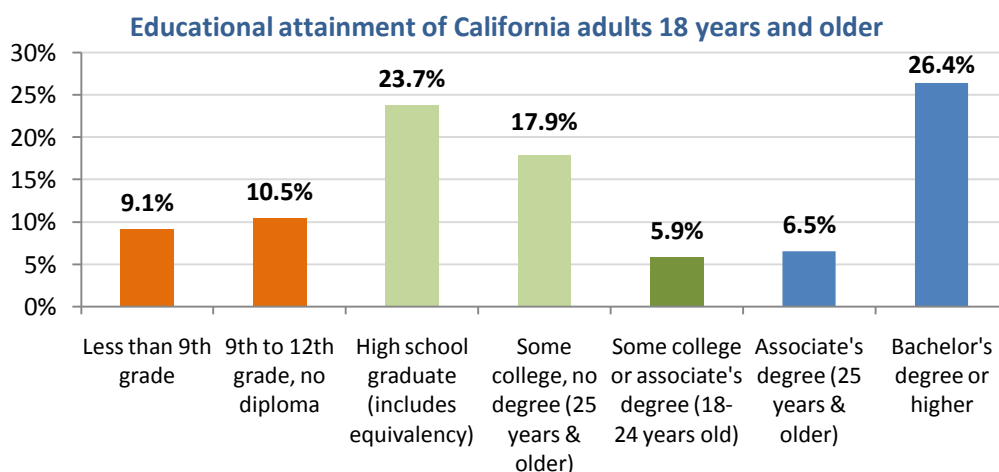
California's college-going rate for four-year colleges is lower than in most other states (California ranked 19th among the 20 largest states in 2004). California has serious inequities in access to higher education. College-going rates vary greatly depending on students' ethnicity, gender, and the type of neighborhood where the student's high school is located.



Source: PPIC's California 2025 report

Of the approximate 27 million adults age 18 years and older (2006 census) in California:

- 19.6 percent need basic literacy leading to a high school diploma
- 41.6 percent need transitional postsecondary education and training



- d. **Integrated Service Delivery** — To avoid fostering and maintaining a culture of poverty and to prepare learners for viable employment in the future, integrated service delivery models must be actively considered and funded for implementation to assist learners in basic skills and ESL transition into post-secondary education and training. Such integrated service delivery models consider and contain some of the following characteristics: career pathways; stackable credentials; dual enrollments in basic skills instruction simultaneously with vocational training; combining basic skills with workforce training; basic skills and ESL instruction having a strong applied vocational context; accelerated learning methods incorporating intensive instruction with clear measurable entry and exit criteria; and managed enrollment strategies.

One such model found basic skills and developmental education participants having higher rates to:

- Continue into credit-bearing coursework
- Earn credits that count toward a college credential
- Earn occupational certificates
- Make point gains on basic skills tests

Appendixes

Appendix A Progress Measures

What metric is used to measure success in federal adult education programs?

CASAS tests, used nationally, are the standard measures for determining student success. CASAS measures also align with the NRS that the ED uses to report performance of adult education programs to the Congress of the United States.

In the CASAS system, raw scores (the number of items correctly answered on a test) convert to scale scores using the CASAS scale score conversion chart provided for each test. The use of scale scores enables comparison of scores on different tests and provides a common metric to relate CASAS test scores to basic skill level descriptions.

CASAS has developed more than 100 assessment instruments that measure and document improvement in English literacy, reading, writing, listening, speaking, problem solving, and numeracy on a common national reporting scale. These instruments correlate to learner skill levels, measure learner improvement within each level, and document level completion.

CASAS Competencies

The CASAS Competencies include more than 360 competency statements correlated to the Secretary's Commission on Achieving the Necessary Skills (SCANS) Competencies identified by the United States Department of Labor. The competencies, updated and revalidated periodically by the CASAS National Consortium, help instructors and learners apply teaching and learning in real-world contexts.

CASAS National Skills Level Descriptors

CASAS National Skill Level Descriptors (See Appendixes C and D) identify skills for ABE, ASE, and ESL learners from beginning literacy to advanced adult secondary levels. The levels show a continuum of employability and life skills from A (beginning literacy) to E (advanced adult secondary). Student Performance Level (SPL) designations correlate to ESL levels. CASAS levels correspond to all NRS EFLs.

Relationship of CASAS levels to NRS for ESL

NRS Educational functioning levels		CASAS Level	CASAS Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181-190
3	High Beginning ESL	A	191-200
4	Low Intermediate ESL	B	201-210
5	High Intermediate ESL	B	211-220
6	Low Advanced ESL	C	221-235

Relationship of CASAS levels to NRS for ABE and ASE

NRS Educational functioning levels		CASAS Level	CASAS Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low Adult Secondary Education	D	236-245
6	High Adult Secondary Education	E	246 and above

WIA Title II Success Measures

WIA Title II requires all eligible agencies to establish and meet performance measures that include core indicators of performance and additional, optional performance measures (Section 212). The core indicators must include:

- Demonstrated improvements in literacy skills in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (Note: WIA Title II Section 203 defines “literacy” as an individual’s ability to read, write, and speak in English; to compute; and to solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.)
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement
- Receipt of a secondary school diploma or its recognized equivalent

The California State Plan (section 5.1) defines the usage of performance measures by eligible providers to meet the requirements in Section 212 of the AEFLA:

- Student goal attainment and demonstrated student improvements in literacy levels within a program area
- Student completion of a program level
- Student advancement to higher program levels

Other performance measures:

- Receipt of a secondary school diploma or its equivalent (GED)
- Placement in postsecondary education, training, or unsubsidized employment

- Career advancement

Section 5.3 of the state plan responds to the requirement in AEFLA to establish expected levels of performance for each of the core indicators. California currently uses the following three core indicators of performance benchmarks:

- Significant gains in CASAS scores

A 5-point gain or greater from pretest scores for persons at the 210 level or below

A 3-point gain or greater from pretest scores for persons at the 211 level or above

- Completion of two instructional levels
- Attainment of the GED or attainment of a high school diploma

Appendix B WIA Title II Enrollments and Performance

WIA Title II Funded Agencies by Provider Type over Eight-Year Period

Agency Type	2001-02		2002-03		2003-04		2004-05	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	150	67.2	163	63.1	174	59.7	180	59.2
Community-Based Organizations	24	10.8	43	16.7	54	18.6	54	17.8
Community College Districts	16	7.2	18	7.0	18	6.2	19	6.3
Library Literacy Programs	10	4.5	8	3.1	13	4.5	13	4.3
County Offices of Education	6	2.7	7	2.7	9	3.1	9	3.0
California Conservation Corps	1	0.4	1	0.4	1	0.3	1	0.3
Institutions (Section 225)	16	7.2	17	6.6	22	7.6	26	8.5
California State Universities*	N/A	--	1	0.4	N/A	--	1	0.3
County/City Government**	N/A	--	N/A	--	N/A	--	1	0.3
Total	223	100.0	258	100.0	291	100.0	304	100.0

Agency Type	2005-06		2006-07		2007-08		2008-09	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	177	61.3	175	64.1	173	65.0	174	66.4
Community-Based Organizations	47	16.3	40	14.7	38	14.3	34	13.0
Community College Districts	18	6.2	18	6.6	17	6.4	17	6.5
Library Literacy Programs	12	4.2	11	4.0	10	3.8	9	3.4
County Offices of Education	8	2.8	8	2.9	7	2.6	7	2.7
California Conservation Corps	1	0.3	N/A	--	N/A	--	N/A	--
Institutions (Section 225)	25	8.6	21	7.7	21	7.9	21	8.0
California State Universities*	N/A	--	N/A	--	N/A	--	N/A	--
County/City Government**	1	0.3	N/A	--	N/A	--	N/A	--
Total	289	100.0	273	100.0	266	100.0	262	100.0

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Note: *San Diego State University, **HACLA Workforce Center

WIA Title II Funded Agencies by Geographic Region² and Provider Type for 2008–09

Geographic Region	Adult Schools		CBO		Community Colleges		Library Literacy	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Bay Area	31	17.8	13	38.2	1	5.9		
Central Valley	20	11.5	2	5.9				
Los Angeles								
Perimeter	30	17.2	2	5.9	5	29.4	3	33.3
Los Angeles County	32	18.4	5	14.7	5	29.4	4	44.4
San Diego	8	4.6	3	8.8	2	11.8		
State Agencies								
Balance of State	53	30.5	9	26.5	4	23.5	2	22.2
	174	100.0	34	100.0	17	100.0	9	99.9

Geographic Region	COE		Institutions (Section 225)		Total Agencies		Total Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Bay Area	1	14.3	3	14.3	49	18.7	123,840	14.3
Central Valley			2	9.5	24	9.2	50,943	5.9
Los Angeles								
Perimeter			3	14.3	43	16.4	138,374	16.0
Los Angeles County			1	4.8	47	17.9	330,124	38.1
San Diego				0.0	13	5.0	54,057	6.2
State Agencies			3	14.3	3	1.1	66,111	7.6
Balance of State	6	85.7	9	42.9	83	31.7	103,122	11.9
	7	100.0	21	100.0	262	100.0	866,571	100.0

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² California Geographical Regions:

Balance of State: Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Imperial, Kings, Lake, Lassen, Madera, Marin, Mendocino, Modoc, Mono, Monterey, Napa, Nevada, Placer, Sacramento, San Joaquin, San Luis Obispo, Santa Barbara, Santa Cruz, Shasta, Solano, Sonoma, Stanislaus, Sutter, Tehama, Yolo Counties.

Bay Area Region: Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara Counties.

Central Valley Region: Fresno, Kern, Merced, Tulare. LA Perimeter Region: Orange, Riverside, San Bernardino, Ventura Counties

Los Angeles County Region: Los Angeles County. San Diego Region: San Diego County. State Agencies: Sacramento CDDS, CDCR, CDCR-JJD

CDE Geographic Regions and Counties

CDE Geographic Regions	Counties
Northcoast	Del Norte, Humboldt, Lake, Mendocino, Napa, Solano, Sonoma
Northeastern	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
Capitol	Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Sutter, Yolo, Yuba
Bay Area	Alameda, Marin, San Francisco
South Bay	Contra Costa, Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz
Central Valley	Fresno, Inyo, Kings, Madera, Mariposa, Merced, Mono, Stanislaus, Tulare, Tuolumne
Costa del Sur	Kern, San Luis Obispo, Santa Barbara, Ventura
Southern	Imperial, Orange, San Diego
Rims	Riverside, San Bernardino
Los Angeles	Los Angeles

CASAS 2009

WIA Title II Applicants and Agencies Funded by the CDE Geographic Region for 2008–09

CDE Geographic Region	Received Funding		Total Enrollment	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Northcoast	16	6.1	16,811	1.9
Northeastern	12	4.6	4,249	0.5
Capitol	25	9.5	48,255	5.6
Bay Area	23	8.8	51,477	5.9
South Bay	38	14.5	89,628	10.3
Central Valley	20	7.6	33,724	3.9
Costa del Sur	18	6.9	30,893	3.6
Southern	32	12.2	129,809	15.0
Rims	25	9.5	57,429	6.6
Los Angeles	50	19.1	338,185	39.0
State Agencies	3	1.1	66,111	7.6
Total	262	100.0	866,571	100.0

CASAS 2009

WIA Title II Funded Agencies by the CDE Geographic Region and Provider Type for 2008–09

Geographic Region	Adult Schools	CBO	Community Colleges	Library Literacy	COE	Institutions (Section 225)
	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>
Northcoast	11	2	1	1		1
Northeastern	7		1		3	1
Capitol	15	2		1	2	5
Bay Area	11	10	1			1
South Bay	29	6			1	2
Central Valley	16	1			1	2
Costa del Sur	11	3	2			2
Southern	20	4	5	1		2
Rims	19	1	2	2		1
Los Angeles	35	5	5	4		1
State Agencies	--	--	--	--	--	3
Total	174	34	17	9	7	21

CASAS 2009

WIA Title II Funded Agencies by Size and Geographical Region

Geographic Region	500 or fewer		501-1,500		1,501-3,000		3,001-5,000		5,001-8,000		Over 8,000	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Bay Area	13	16.9	11	17.2	10	19.6	8	25.8	3	14.3	4	22.2
Central Valley	10	13.0	5	7.8	4	7.8	3	9.7		0.0	2	11.1
Los Angeles Perimeter	5	6.5	12	18.7	11	21.6	8	25.8	4	19.0	3	16.7
Los Angeles County	9	11.7	7	10.9	10	19.6	6	19.4	11	52.4	4	22.2
San Diego County	4	5.2	3	4.7	2	3.9	1	3.2		0.0	3	16.7
State Agencies		0.0		0.0	2	3.9		0.0		0.0	1	5.6
Balance of State	36	46.8	26	40.6	12	23.5	5	16.1	3	14.3	1	5.6
Total	77	100.0	64	100.0	51	100.0	31	100.0	21	100.0	18	100.0

CASAS 2009

WIA Title II Funded Agencies by Size and Provider Type

Enrollment Size	Adult Schools		CBO		Community Colleges		Library Literacy	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
500 or fewer	27	15.5	29	85.3	1	5.9	7	77.8
501-1,500	45	25.9	5	14.7	4	23.5	2	22.2
1,501-3,000	42	24.1			5	29.4		
3,001-5,000	29	16.7			1	5.9		
5,001-8,000	20	11.5			1	5.9		
Over 8,000	11	6.3			5	29.4		
Total	174	100.0	34	100.0	17	100.0	9	100.0

Size	COE		Institutions (Section 225)		Total Agencies		Total Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
500 or fewer	5	71.4	8	38.1	77	29.4	13657	1.6
501-1,500	1	14.3	7	33.3	64	24.4	58915	6.8
1,501-3,000			4	19.0	51	19.5	107639	12.4
3,001-5,000	1	14.3			31	11.8	122,720	14.2
5,001-8,000					21	8.0	126,891	14.6
Over 8,000			2	9.5	18	6.9	436,749	50.4
Total	7	14.3	21	100.0	262	100.0	866571	100.0

CASAS 2009

WIA Title II Funded Agencies by Size and the CDE Geographic Region for 2008-09

CDE Geographic Region	500 or fewer		501-1,500		1,501-3,000		3,001-5,000		5,001-8,000		Over 8,000	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Northcoast	8	10.4	4	6.3	2		2	6.5				
Northeastern	10	13.0	2	3.1								
Capitol	6	7.8	9	14.1	6	11.8	1	3.2	2	9.5	1	5.6
Bay Area	10	13.0	4	6.3	4	7.8	2	6.5	1	4.8	2	11.1
South Bay	9	11.7	10	15.6	7	13.7	7	22.6	3	14.3	2	11.1
Central Valley	9	11.7	4	6.3	4	7.8	2	6.5			1	5.6
Costa del Sur	6	7.8	6	9.4	3	5.9	2	6.5			1	5.6
Southern	7	9.1	9	14.1	5	9.8	4	12.9	1	4.8	6	33.3
Rims	3	3.9	9	14.1	6		4	12.9	3	14.3		
Los Angeles	9	11.7	7	10.9	12	23.5	7	22.6	11	52.4	4	22.2
State Agencies	--			0.0	2	3.9					1	5.6
Total	77	100.0	64	100.0	51	84.3	31	100.0	21	100.0	18	100.0

CASAS 2009

WIA Title II Funded Agencies Enrollment by Provider Type over Eight-Year Period

Provider Type	2001-02		2002-03		2003-04		2004-05	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	640,182	82.9	673,836	82.6	693,588	82.3	687,055	81.0
Community-Based Organizations	4,255	0.6	7,821	1.0	11,271	1.3	12,113	1.43
Community College Districts	77,277	10.0	80,014	9.8	76,647	9.1	79,172	9.3
County Offices of Education	5,593	0.7	5,608	0.7	5,740	0.7	5,177	0.6
Library Literacy Programs	1,330	0.2	1358	0.2	2,865	0.3	3,168	0.4
California Conservation Corps	2,700	0.3	2,250	0.3	1,391	0.2	562	0.1
California State Universities*	N/A	--	100	0.0	N/A	--	74	0.01
Institutions (Section 225)	40,568	5.3	44,323	5.4	50,962	6.0	60,771	7.16
County/City Government**	N/A	--	100	0.0	N/A	0.0	128	0.02
Total	771,905	100.0	815,410	100.0	842,464	100.0	848,220	100.0

Provider Type	2005-06		2006-07		2007-08		2008-09	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	661,179	79.3	662,635	78.8	666,935	78.0	671,228	77.5
Community-Based Organizations	10,040	1.2	8,035	1.0	7,737	0.9	7,205	0.8
Community College Districts	79,313	9.5	82,441	9.8	82,841	9.7	93,451	10.8
County Offices of Education	5,263	0.6	4,986	0.6	5,685	0.7	5,217	0.6
Library Literacy Programs	2,889	0.3	2,369	0.3	2,424	0.3	2,388	0.3
California Conservation Corps	1,134	0.1	N/A	--	N/A	--		--
California State Universities*	N/A	--	N/A	--	N/A	--		--
Institutions (Section 225)	73,776	8.9	80,724	9.6	89,399	10.5	87,082	10.0
County/City Government**	30	0.0	N/A	--	N/A	--		--
Total	833,624	100.0	841,190	100.0	855,021	100.0	866,571	100.0

CASAS 2009

Note: *San Diego State University, **HACLA Workforce Center

Enrollment by Instructional Program for WIA Title II Learners over Six-Year Period

Instructional Program	PY 2002-03		PY 2003-04		PY 2004-05		PY 2005-06		PY 2006-07		PY 2007-08		PY 2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	98,995	12.1	103,290	12.3	105,960	12.5	113,610	13.6	118,865	14.1	130,710	15.3	139,816	16.1
ESL	531,649	65.2	559,582	66.4	551,118	65.0	538,480	64.6	535,284	63.6	522,034	61.1	515,838	59.5
ESL-Cit	14,965	1.8	2,775	0.3	4,309	0.5	4,508	0.5	6,047	0.7	5,871	0.7	3,901	0.5
ASE	169,701	20.8	176,817	21.0	186,833	22.0	177,026	21.2	180,994	21.5	196,406	23.0	207,016	23.9
Total	815,310	100.0	842,464	100.0	848,220	100.0	833,624	100.0	841,190	100.0	855,021	100.0	866,571	100.0

CASAS 2009

WIA Title II Funded Agencies Payment Points by Program Type over Four-Year Period

Program Year	231 ABE/ESL/ VESL/ESL-Cit RSC Code - 3905	225 ABE/ESL/ASE RSC Code - 3940	231 Family Literacy RSC Code - 3912	231 ASE/GED RSC Code - 3913	EL-Civics RSC Code - 3926
2005-06	220,021	27,317	8,396	25,152	123,818
2006-07	218,139	32,270	8,047	26,571	135,491
2007-08	216,557	35,338	9,056	35,687	138,969
2008-09	227,154	39,061	9,829	41,220	153,400

Program Year	231 ASE/GED RSC Code - 3913	H.S. Diploma Passed	CASAS Pre- Posttest Gain
2005-06	7,202	9,445	8,505
2006-07	7,547	8,404	10,620
2007-08	10,945	10,950	13,792
2008-09	12,012	12,145	17,063

CASAS 2009

WIA Title II California Learner Enrollment with NRS Restrictions for 2008-09

	N
Total WIA Learners with Entry Records	866,571
NRS Criteria	
Learners with fewer than 12 hours of instruction	172,150
Learners < 16 years old	5,850
Learners concurrently enrolled in HS/K-12	49,056
Learners without a valid instructional level	20,748
Learners included in NRS Federal Tables	618,767

CASAS 2009

NRS Educational Functioning Level for WIA Title II Learners for 2008-09

Educational Functioning Level	ABE		ASE		ESL/ESL-Cit	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
ABE Beginning Literacy	11,896	11.3	782	0.7		
ABE Beginning Basic Education	15,129	14.4	2,725	2.6		
ABE Intermediate Low	22,359	21.3	8,347	7.9		
ABE Intermediate High	43,294	41.2	29,890	28.3		
ASE Low	8,405	8.0	42,382	40.2	959	0.2
ASE High	3,965	3.8	21,433	20.3	357	0.1
ESL Beginning Literacy					19,899	4.9
ESL Low Beginning					42,594	10.4
ESL High Beginning					73,952	18.1
ESL Intermediate Low					126,596	31.0
ESL Intermediate High					72,743	17.8
ESL Advanced					71,060	17.4
Total	105,048	100.0	105,559	100.0	408,160	100.0

CASAS 2009

Summary of California Core Performance Results

Entering Educational Functional Level	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)
	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	22.0	23.3	25.0	25.1	25.0	24.2	26.0	27.3	25.0	26.4	28.0	30.7
ABE Beginning Basic	28.0	41.1	37.0	43.0	42.0	41.4	44.0	40.0	43.0	39.0	43.0	39.5
ABE Intermediate Low	28.0	33.8	39.0	37.6	38.0	33.5	38.0	34.1	36.0	35.3	36.0	39.4
ABE Intermediate High	28.0	29.3	30.0	30.4	31.0	27.4	31.0	25.8	31.0	25.6	29.0	27.1
ASE Low	17.0	22.1	32.0	24.7	26.0	21.5	26.0	15.4	25.0	16.9	22.0	19.0
ASE High	13.0	29.3	31.0	26.2	30.0	24.8	27.0	25.2	--	25.2	--	26.9
ESL Beginning Literacy	26.0	35.4	34.0	38.7	36.0	40.1	40.0	41.0	41.0	41.6	42.0	43.0
ESL Beginning (Low 2006-07)	26.0	31.1	31.0	32.6	32.0	34.3	34.0	29.7	35.0	31.1	35.0	34.1
ESL Beginning (High 2006-07)							34.0	47.3	36.0	47.2	48.0	49.3
ESL Intermediate Low	30.0	42.4	41.0	42.9	43.0	43.3	44.0	43.5	44.0	44.2	44.0	45.8
ESL Intermediate High	30.0	43.3	43.0	43.0	44.0	42.3	44.0	42.0	44.0	41.6	43.0	43.1
ESL Advanced Low	24.0	22.6	25.0	22.2	24.0	21.7	23.0	19.1	23.0	19.8	22.0	20.5
ESL Advanced High	N/A	18.3	N/A	17.7	N/A	19.7	N/A	N/A	N/A	N/A	N/A	N/A

Core Follow-Up Outcome Measures*

	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	13.0	28.8	30.0	27.9	30.0	26.5	30.0	32.4	30.0	36.0	35.0	39.2
Entered Employment	13.0	54.6	55.0	50.2	56.0	49.9	56.0	52.7	53.0	56.9	53.0	53.4
Retained Employment	15.0	82.4	83.0	87.0	83.0	91.4	88.0	92.0	91.0	92.9	91.0	92.0
Entered Postsecondary Education	10.0	54.9	55.0	57.2	56.0	47.3	58.0	47.8	57.0	42.4	60.0	41.7

CASAS 2009

Appendix C CASAS Skill Level Descriptors for ABE and ASE

Scale Scores	CASAS Level	Descriptors
250	E	Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	Advanced Basic Skills Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	Intermediate Basic Skills Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
205		
200		Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
190	A	
180		Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.
150		

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Appendix D CASAS Skill Level Descriptors for ESL

Scale Scores	CASAS Level	Descriptors
250	E	Proficient Skills SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
205		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200		
190		
180	A	High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
150		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.