California Adult Education

Annual Performance Report

Federally Funded
Workforce Investment Act Title II Programs
Program Year July 1, 2015 to June 30, 2016

California Annual Performance Report

Federally Funded Workforce Innovation and Opportunity Act, Title II, Program Year July 1, 2015 – June 30, 2016

This report was prepared by CASAS – Comprehensive Adult Student Assessment Systems for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2015–16 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
AEPs	Adult Education Providers
AJCCs	America's Job Center of California SM
ASE	Adult Secondary Education
CCCCO	California Community College Chancellor's Office
CCRS	College and Career Readiness Standards
CCSS	Common Core State Standards
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
CoP	Community of Practice
CWIB	California Workforce Investment Board
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
GED	General Educational Development
GEDTS	GED Testing Service
HSD	High School Diploma
HSE	High School Equivalency
HiSET	High School Equivalency Test
IELCE	Integrated English Literacy and Civics Education
MOU	Memorandum of Understanding
NRS	National Reporting System
NROC	National Repository of Online Courses
OCTAE	Office of Career, Technical, and Adult Education
OTAC	Online Teaching Academy
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
PLC	Professional Learning Communities
SCRP	Standard for Career Ready Practice
TASC	Test Assessing Secondary Completion
TDLS	Technology and Distance Learning Symposium
TIMAC	Technology Integration Mentor Academy
TTA	Targeted Technical Assistance
ED	United States Department of Education
WIB	Workforce Investment Board
WIOA	Workforce Innovation and Opportunity Act

California Narrative Report 2015–16

The purpose of this report is to fulfill annual reporting requirements of the United States Department of Education (ED), Office of Career, Technical, and Adult Education (OCTAE). The requirements apply to all states and territories receiving federal funding through the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA).

Introduction

The California Department of Education (CDE) AEFLA funded program provides educational opportunities and support services to one-fifth of adults enrolled in AEFLA programs in the United States. These programs address the unique needs of individuals and communities by providing adults with the literacy skills and knowledge necessary to become positive contributors to their families and local economies. California adult education programs help learners (a) gain employment or better their current employment; (b) obtain a high school diploma (HSD) or high school equivalency (HSE) certificate; (c) attain skills necessary to enter postsecondary education and training; (d) exit public welfare and become self-sufficient; (e) learn to speak, read, and write the English language; (f) master basic academic skills to help their children succeed in school; and (g) become U.S. citizens, exercise their civic responsibilities, and participate in a democratic society.

Overview of California Literacy Needs

The lack of basic education and literacy skills continues to be an issue that affects millions of adults in California. A significant percentage of the population lacks English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children's education. The following section quantifies the literacy needs into four primary areas:

- **High School Diploma or Its Equivalent:** Approximately six million California adults do not have a high school diploma or its equivalent even as California's graduation rate continues to improve, which currently stands at 80.2 percent. Conversely, the dropout rate has fallen to 11.6 percent. Although graduation and dropout rates have improved, significant achievement gaps among student subgroups persist.
- **Labor Force:** Approximately three million California adults without high school credentials are unemployed or not in the labor force. The need for workplace readiness skills is significant. Many job candidates lack job-readiness skills required in the workplace, such as communication, critical thinking, and problem-solving skills. California ranks forty-fifth with an unemployment rate of 7.3 percent according to the U.S. Department of Labor statistics published in September 2014.
- **English Speaking Ability:** More than 3.5 million California adults "do not speak English well or not at all." More than one-fourth of the national non-English-

speaking population resides in California, and more than 2.3 million of that group lack a high school credential.

- **Economic Impact:** A projection of California's economy shows a trajectory of steadily increasing demand for a highly educated workforce. However, with the recent recession and budget constraints, the state remains challenged in meeting this demand.

Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population.* http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles/california.pdf .

State Leadership Funds

The CDE Adult Education Office (AEO) contracts with three entities 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 contracts, funded through the leadership activities portion of the WIOA grant, provide a variety of services to support the AEFLA providers. The contracts are in the areas of: Professional Development (CALPRO), Assessment and Accountability (CASAS), and Technology and Distance Learning (OTAN).

This section of the report discusses three initiatives set forth in the California State Plan, namely, (a) establish and implement professional development (PD) programs to improve the quality of instructional programs; (b) provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; and (c) provide assessments and accountability 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 AEFLA- funded adult education providers. To that end, the CDE has provided numerous opportunities through a variety of platforms – via face-to-face regional workshops and networking meetings, Webcasts, conference presentations, video-based workshops and training sessions, online courses, and electronic downloads. Highlights of successful activities conducted in the 2015–16 program year include the following.

CALPRO (Professional Development) is responsible for designing, implementing, and operating a large-scale, statewide professional development project for all WIOA-funded agencies. CALPRO provided opportunities for California adult educators to interact regularly and learn collectively in a group setting about evidence-based instructional practice. This included:

- Thirty-six regionally based professional learning opportunities using a Community of Practice (CoP) model serving 629 participants on topics including evidence-based reading, writing, math instructional strategies, best practices in English as a Second Language (ESL) instructional planning, and College and Career Readiness (CCRS). Additionally, six regional workshops on learning goal setting and teaching critical thinking served 211 educators.
- Thirteen facilitated asynchronous courses serving 111 participants on topics that address integrated education and training, postsecondary transitions, lesson

planning, learner persistence, optimizing ESL instructional planning, evidence-based writing instruction in the ESL and Adult Basic Education (ABE) classrooms managing the multilevel ESL class; and using questioning strategies to improve instruction.

- Eight self-directed online courses serving 129 participants were provided on topics including adult learning and development, goal setting, learner persistence, instructional strategies for math and writing, CCRS, and orientation for new ABE and ESL teachers.
- Seven facilitated synchronous workshops served 140 participants on topics of teaching critical thinking and also integrated and contextualized workforce skills in the ESL and the ABE/Adult Secondary Education (ASE) classrooms.

CALPRO provided technology-based PD delivery to more than 630 educators who attended sessions from the following webinar series: Administrators Forum, Instructors Forum, e-CoP Webinars, and Adult Education Research Webinars. Also, CALPRO served the field through other online resources, including its e-CoP, three companion Virtual Workrooms, online video library, and two competency-based self-assessments.

CALPRO provided several PD events to build the capacity of adult education program leaders and administrators. (1) The Administrators' Forum, a Web-based venue to engage critically with their peers on topics that affect the development, management, and sustainability of their adult education programs (serving 35 instructional leaders); (2) The AE Leadership Institute, a six-day face-to-face institute designed to build the leadership skills of new and aspiring administrators (serving 26 instructional leaders); and (3) The Professional Learning Communities (PLC) Institute, a face-to-face and online institute that engages program teams of administrators and teachers in a six-month process of developing and refining instructional practice (serving 30 participants in 10 program teams).

CASAS (Assessment and Accountability) is responsible for providing a standardized assessment and accountability system for all levels of the ABE, ASE, and ESL programs and accountability data to the state. CASAS reading, listening and math assessments help place learners at appropriate levels of instruction, diagnose learner strengths and weaknesses, target instruction, and certify learner mastery at specific levels of instruction or readiness to exit adult education. CASAS provides additional special standardized assessments for El Civics including Reading for Citizenship and the Government and History and Citizenship Interview Test for citizenship preparation. Also CASAS has worked with a field-based team to develop performance-based additional assessments that measure student attainment of civic objectives for Civic Participation. Many Civic Objective and Additional Assessment Plans (COAAPs) include integrated education and training (IET) models combining workforce preparation activities and occupational skills training with literacy activities.

In addition to paper-based assessments CASAS offers computer-based assessments (CASAS eTests®) that help place students into programs quickly and accurately,

monitor progress, and generate student, class and program level reports to inform instruction and improve programs.

Statewide student and program accountability data is collected and reported using CASAS TOPSpro® Enterprise a learner management and accountability software. The software, available in both Web-based and desktop solution, collects student demographics and monitors and tracks student and program learning outcomes and goal attainment data.

CASAS provided timely training and targeted technical assistance (TTA) to all funded agencies to meet grant requirement and to improve programs, data quality, and student performance and persistence. The trainings covered the following main topic areas – California Assessment Policy and implementation, NRS data collection, policy guidelines, accountability, data validation, performance monitoring, and reporting. More than 3,000 participants registered online for 109 online training sessions and 46 statewide face-to-face trainings. In 2015–16 program year TTA was provided to 23 agencies to review specific data issues, compare and analyze performance data for program planning and create an action plan for continuing improvement. CASAS provided an online (http://www2.casas.org/dataPortal/) tool that presents California NRS adult learner data at the state and local agency levels. Agencies can compare local performance with state goals, other local agencies, and counties in AEFLA programs.

CASAS hosted more than 90 AEFLA regional network meetings statewide covering all 10 CDE regions. More than 1,200 participants attended these regional network meetings that addressed state and federal updates related to accountability, the use of data to inform instruction and improve programs, and PD opportunities. CASAS also facilitated 45 TOPSpro Enterprise network meetings to discuss software and data-related topics that served more than 500 participants.

OTAN (Technology and Distance Learning) is responsible for incorporating curriculum for distance learning and providing professional development to support the use of instructional technology to deliver curriculum. OTAN also manages California's distance learning infrastructure and assists in expanding the ability of adult education providers to (1) communicate with each other and their adult learners through multiple methods; (2) develop a teleconferencing capability; and (3) provide capacity building services to smaller agencies providing literacy services.

OTAN provided 161 workshops on technology topics and distance learning topics via online or face-to-face workshops across the state. OTAN staff also presented at local, state, and national adult education conferences and associations, delivering 56 presentation sessions.

OTAN facilitated the Online Teaching Academy (OTAC) to assist instructors in becoming competent online teachers and mentors for other teachers at their respective agencies. The ten competitively selected participants learned about Moodle (an open source course management system) and implemented a project in collaboration with

their administrator and agency. OTAC participants each completed an online facilitator's course and received a nationally recognized certificate. OTAN continued to offer online courses for teachers to use with their adult learners. Courses include EL Civics courses, an advanced ESL writing course, and courses from the National Repository of Online Courses (NROC) project including developmental math and basic algebra courses. The last OTAC cohort was provided with content and curriculum for the next iteration moving to a two-year team support model that will focus on Digital Leadership.

OTAN hosted the Technology Integration Mentor Academy (TIMAC) training for participants for a year-long professional development project including several days of training in Sacramento. The purpose of the training was for participants to become mentors and increase the effective use of technology in classrooms at their respective sites. The last TIMAC cohort was provided with content and curriculum for the next iteration moving to a two-year team support model that will focus on Digital Leadership.

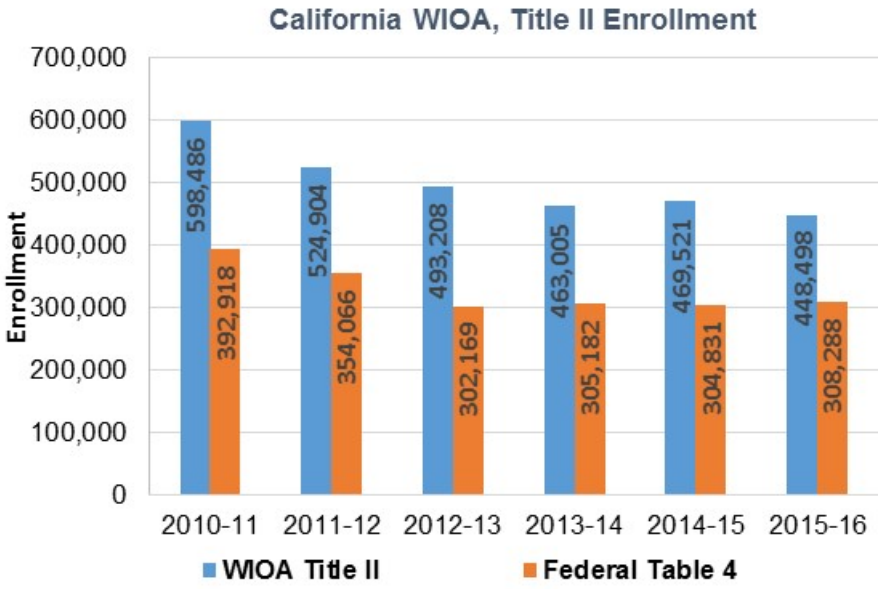
OTAN also hosted an annual Technology and Distance Learning Symposium (TDLS). The symposium rotates between north and south geographic locations in the state. In the 2015–16 year, 40 workshops were provided on topics ranging from how to organize online resources for professional development to how to close caption videos. The event was held at Fresno Adult School and received excellent reviews from attendees.

Performance Data Analyses

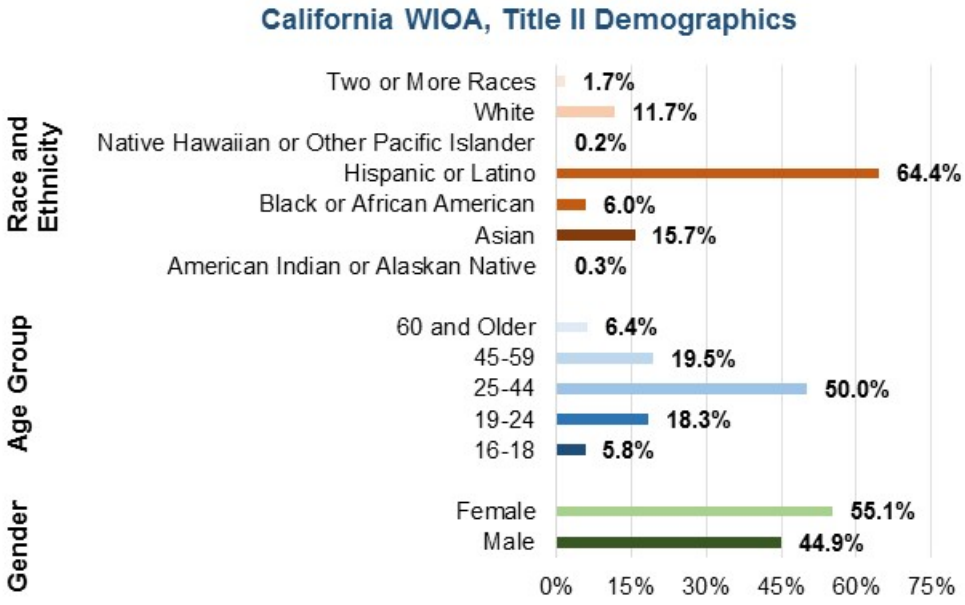
California is the largest adult education provider in the United States. The state served nearly ***one-fifth of the nation's adults*** enrolled in AEFLA programs in the last six program years. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 60 percent of the California's AEFLA program enrollment and 27 percent of the nation's ESL program enrollment. California also served more learners in ABE and ASE programs than any other state, comprising 13 percent of total learners enrolled in ABE and ASE nationwide.

Enrollment 2015–16

In 2015–16, 195 local agencies enrolled 448,498 learners in the AEFLA programs. Of these learners 308,288 (69 percent) qualified for NRS federal reporting. The decrease in enrollment can be attributed to the California budget crisis that resulted in the significant reduction of the state's education funding and shifting of adult school funding decisions to local school districts. The budget crisis created unprecedented pressures on the adult school system and reduced the funding base from the state resulting in a significant decline in enrollment over the last several program years.

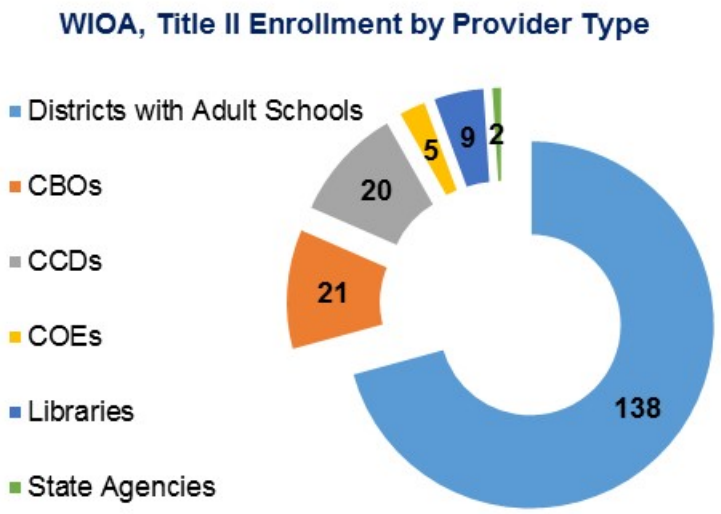


Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (64.4 percent) and Asian (15.7 percent). Adult learners are more likely to be female (55.1 percent), and adult learners between the ages of twenty-five and forty-four (50.0 percent) comprise the largest age group.



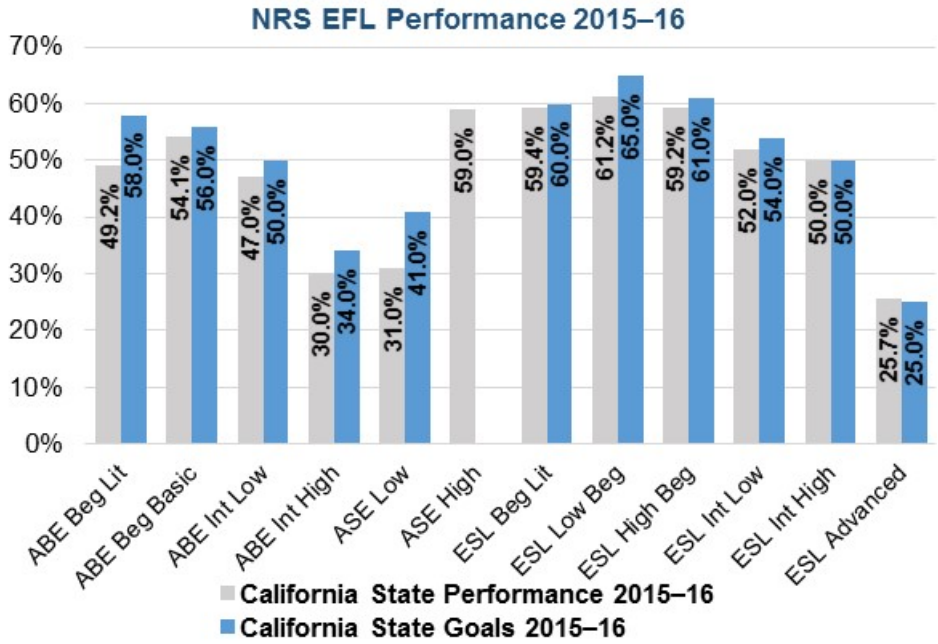
The current profile of California adult education providers includes 138 local school districts, 21 community-based organizations (CBOs), 20 community college districts (CCDs), 5 county offices of education (COE), 9 library literacy programs, and 2 state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services.)

There are 24 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, 2 CBOs, 3 CCDs, 2 COEs and 15 jail programs provided by local school districts.



Local school districts with adult schools comprise the majority of AEFLA agencies and enroll 63.7 percent of total learners served by California. Adult schools and libraries saw a slight drop in enrollment. All other providers saw an increase in enrollment.

NRS Performance



The NRS data document California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. California had steadily improved its performance from 2006 through 2012 on persistence, EFL completion, and advancing one or more levels. In the last three program years overall performance in persistence, EFL completion, and advancing one or more levels remained steady. California has equaled or exceeded the overall national performance in the past six program years.

In 2015–16, California met or exceeded state goals in ESL Intermediate High and ESL Advanced. Of the 308,288 learners who qualified for NRS federal reporting, 140,391 (45.5 percent) completed an EFL, and 95,355 (30.9 percent) advanced one or more

EFLs. The total persistence rate achieved in 2015–16 was 71.0 percent, exceeding the California state goal of 50 percent. More than 60 percent of the learners who persisted completed an EFL.

The 308,288 learners who qualified for NRS federal reporting averaged 158 hours of instruction. The 218,940 learners who persisted in the program and took pre- and post-tests reported more than 197 hours of instruction.

The CDE disburses AEFLA funds through a pay-for-performance system based on NRS core measures to determine how much funding a local provider will receive. The CDE uses learning gains, attainment of an HSD or HSE certificate and transition to postsecondary or training benchmarks as a basis for federal grant funding. Agencies can earn the following benchmark payments per student for student achievement within the program year: (1) completes an NRS EFL; (2) advances one or more EFLs; (3) attains a high school diploma or HSE certificate; and (4) attains outcomes in EL Civics Citizenship Preparation and Civic Participation. Agencies are also rewarded when students participating in the random sample surveys attain benchmarks related to core performance follow-up measures.

California showed a steady increase in the number of learners who obtained a secondary school diploma or HSE certificate from 2006–07 to 2009–10. In the past several years, programs showed mixed results in HSD and HSE certificate recipients. The decreases may be attributed to a significant overall decrease in student enrollment. In 2015–16, 13,600 learners obtained a secondary school diploma or an HSE certificate compared to 9,480 in PY 2014–15.

California implemented random sample survey methodology starting program year 2012–13 for employment and postsecondary education or training core follow-up outcome measures. The survey response rate has improved in 2015–16 compared to previous years for employment and postsecondary education and training although the response rate is below the NRS requirement of 70 percent. The Student Follow-Up sample survey for Entered Employment indicates that 57 percent found employment; for Retained Employment the survey indicates that 90 percent stayed employed; and for Postsecondary Education or Training 45 percent of learners entered postsecondary education or training.

The CDE continues to provide online and regional training as well as individualized targeted technical assistance to increase the local agencies' understanding of accountability requirements and to improve data collection. Local agencies submit data to CDE on a quarterly basis, permitting continual analysis and early identification of incomplete or inaccurate data. At the end of the program year, the statewide NRS EFL goals and performance are compared with agency-level performance. The longitudinal data are analyzed to track improvement in persistence and performance. The CDE provide targeted technical assistance to low performing agencies and agencies with newly appointed program administration teams.

Integration with One-stop Programs

CDE, CCCCO, the State Board, and Operators have agreed to work together to ensure that adult education providers coordinate with other workforce and education programs to transition individuals with barriers to employment into the labor force. To this end, the State Board, CDE, and CCCCO have agreed to foster better articulation between the larger workforce and education system in the following ways:

- Jointly communicating baseline federal rules for Title II mandatory partnership at One-Stops to Title II providers and Local Boards through policy directives distributed by CDE, CCCCO, and the State Board. The main priority is at present is to ensure access by the adult education system to the *America's Job Center of California*[SM] (AJCCs).

- Jointly formulating policy to meet regulatory requirements pertaining to mandatory One-Stop partnerships. This policy will ensure that Title II providers and Local Boards are in compliance with federal rules requiring mandatory participation in AJCCs by all core programs.

- The State Board and CDE award process for State Title II grants and any Request for Applications (RFAs) or Request for Proposals (RFPs) issued to prospective grantees require that applicants comply with federal rules pertaining to mandatory One-Stop partnerships.

- Consistent with WIOA Section 107(d)(11)(B), and Section 232, the CDE and the State Board require Local Boards to make Local Plans available to Title II grant applicants. CDE is requiring that state-issued RFAs for Title II applicants demonstrate program and services alignment with WIOA Local Board plans.

Additionally, CDE, CCCCO, and the State Board are working jointly to identify and recommend best practices and model partnerships that encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required as part of mandatory One-Stop partnership.

Integrated English Literacy and Civics Education (IELCE) Program

In 2015−16, the CDE EL Civics program awarded funds to 162 agencies to provide EL Civics educational services to 167,840 adult learners. There were 21,507 learners enrolled in Citizenship Preparation and 156,571 in Civic Participation. For the grant year of 2017–18, a new competitive application process through an official Request for Application (RFA) will be executed adhering to the thirteen considerations specified in the WIOA, Title II AEFLA. The CDE RFA for the AEFLA grant is soliciting agencies to offer IELCE as defined in WIOA Section 243.

As a condition of being awarded start-up funds, recipients will be required to submit an Integrated Education and Training Plan that outlines their progress in developing and implementing service approaches that provide adult education and literacy activities

concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The goal of an Integrated EL Civics program is to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE is an important offering to California adult immigrant learners. California provides IELCE in three program focus areas: Citizenship Preparation, Civic Participation, and IET. Both the Citizenship Preparation and Civic Participation focus areas document learning gains using academic pretests and post–tests along with performance–based additional assessments. The Civic Participation Program has a primary focus on civic involvement. Agencies conduct community and student assessments and teach the language and literacy objectives that (1) best match their students' identified needs, and (2) will assist them in attaining mastery of a specific civic objective.

Civic objectives used must meet the following criteria:

- Integrate English language and literacy instruction into civics education.
- Focus on helping students understand the government and history of the United States; learn 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.

Per WIOA Section 243 the CDE has an added dimension that language and literacy objectives must be provided as a program in combination with integrated education and training (IET). The IET model combines workforce preparation activities and occupational skills training with literacy activities to increase a participant's educational and career advancement. The IET service delivery may incorporate one of the following teaching models:

a. Co-Teaching: The co-teaching model involves skills instruction in a CTE program along with basic language instruction, delivered in an integrated fashion. In this model, both an ESL teacher and a CTE teacher are teaching in the same classroom; and students are enrolled in both of the ESL and CTE courses.

b. Alternating Teaching: In alternating teaching, students are enrolled in two different, but coordinated courses. In this model, an ESL teacher and a CTE teacher are teaching in two different classrooms; students attend the two courses at different times.

c. Vocational English as a Second Language (VESL) and Vocational Adult Basic Education (VABE): VESL and VABE classes are intended to teach the English language through the context of a specific occupational skill.

d. Cluster Vocational English as a Second Language/Vocational Adult Basic Education Class: In a cluster VESL/VABE course, students enrolled in different career fields study together in a single VESL or VABE class.

For agencies to receive funds under WIOA Section 243, students are required to be enrolled in both an ESL program and a career program.

Civic Participation programs assess students through use of performance-based additional assessments that measure student attainment of civic objectives that are categorized under competency areas such as consumer economics, community resources, health, employment, and government and law or may develop their own. Civic Objective and Additional Assessment Plans (COAAPs) that meet the requirements of workforce preparation activities are now classified as WIOA Section 243 COAAPs. In 2016, 5 new COAAPs were developed focusing on integration into workforce preparation activities and 17 of the 48 original COAAPs that already included workforce preparation activities were classified as 243 COAAPs.

In 2015−16, adult learners enrolled in Citizenship Preparation took the CASAS Government and History for Citizenship test and the oral Citizenship Interview Test to be more comfortable and better able to respond to questions. 14,478 learners passed the CASAS Government and History for Citizenship test, and 3,657 passed the oral CASAS Citizenship Interview Test. More than 100,000 (103,971) students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them.

Adoption of Adult Education Standards

The CDE, through the State Board of Education, adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the CCRS. In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice (SCRP). These standards describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. The SCRP are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study.

The CDE adult education office has aligned its content standards to the state-adopted challenging academics of CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the K–12 high school diploma. The CDE has developed and implemented curriculum and assessment standards within ABE and ESL to meet the EFLs established by the NRS and to achieve the K–8 academic literacy objectives established by the state's standards and frameworks.

Since 2014, the CDE has provided numerous professional development opportunities about the CCSS and CCRS to Title II local providers. Thus, local adult education programs are aligned to CCSS and CCRS, providing standards–based contextualized

curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members.

Programs for Corrections Education and the Education of Other Institutionalized Individuals

According to the 2015 *Outcome Evaluation Report – An Examination of Offenders Released in Fiscal Year 2010–11,* published by the California Department of Corrections and Rehabilitation (CDCR), Office of Research, 44.6 percent of the 95,960 felons released to parole in California from July 1, 2010, to June 30, 2011, (Fiscal Year 2010–11) returned to prison within 3 years.

The CDCR uses supplemental measures (new arrests, returns to custody, criminal filings, or supervision violations) and the three-year return-to-prison rate as its primary measure of recidivism. The three-year return-to-prison rate is defined as follows: “An individual convicted of a felony and incarcerated in a CDCR adult institution who was released to parole, discharged after being paroled, or directly discharged during Fiscal Year (FY) 2010–11 and subsequently returned to State prison within three years of their release date.” The return-to-prison rate is calculated using the ratio of the number of offenders in the release cohort who returned to prison during the follow-up period to the total number of offenders in the release cohort, multiplied by 100. The release cohort includes (1) Offenders who were directly discharged from CDCR; (2) Offenders who were released to parole for the first time on their current term; and (3) Offenders who were released to parole on their current term prior to FY 2010–11, returned to prison on this term, and were then re-released during FY 2010–11.

Appendixes

Appendix A
Data Tables for WIOA, Title II Funded Agencies

WIOA, Title II Funded Agencies by Provider Type over Five-Year Period

	2011−12		2012−13		2013−14		2014−15		2015−16	
Provider Type	N	%	N	%	N	%	N	%	N	%
Districts with Adult Schools	161	68.6	154	68.4	148	68.8	140	63.6	137	64.3
County Offices of Education	5	2.1	5	2.2	5	2.3	4	1.8	4	1.9
Community Colleges	17	7.2	17	7.6	17	7.9	20	9.1	20	9.4
Community-Based Organizations	27	11	24	10.7	21	9.8	21	9.5	19	8.9
Libraries	7	3.4	8	3.6	8	3.7	9	4.1	9	4.2
Institutions (Section 225)*	18	7.7	16	7.1	16	7.4	26	11.8	24	11.3

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* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 24 jail programs.

WIOA, Title II Enrollment by Provider Type

	2011−12		2012−13		2013−14		2014−15		2015−16	
Provider Type	N	%	N	%	N	%	N	%	N	%
Districts with Adult Schools	370,410	70.6	342,997	69.5	310,922	67.2	302,708	64.5	285,859	63.7
County Offices of Education	7,738	1.5	7,080	1.4	7,278	1.6	9,198	2.0	6,035	1.3
Community Colleges	88,580	16.9	87,130	17.7	85,778	18.5	97,526	20.8	93,249	20.8
Community-Based Organizations	5,050	1.0	4,716	1.0	4,987	1.1	6,032	1.3	7,622	1.7
Libraries	2,961	0.6	2,669	0.5	2,851	0.6	2,618	0.6	3,035	0.7
Institutions (Section 225)*	50,169	9.6	48,616	9.9	51,189	11.1	51,439	11.0	52,698	11.7
Total	524,908	100	493,208	100	463,005	100	469,521	100	448,498	100

CASAS 2016

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 24 jail programs.

Appendix B
Summary of California Core Performance Results

Entering Educational Functioning Level	2010−11		2011−12		2012−13		2013−14		2014−15		2015−16	
	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	32	44.7	33	47.5	46	55.7	48	58.2	57	50.6	58	49.2
ABE Beginning Basic	41	52.7	48	56.1	54	53.7	57	56.2	55	52.8	56	54.1
ABE Intermediate Low	40	48.8	47	50.7	50	49	52	48.7	50	45.4	50	47.0
ABE Intermediate High	28	32.7	32	33.4	34	32.6	34	31.4	34	28.7	34	30.0
ASE Low	20	32.6	33	34.9	34	33.5	36	40.2	35	30.7	41	31.0
ASE High	--	28.3	--	29.5	--	29.1	--	49.4	--	50.4	--	59.0
ESL Beginning Literacy	44	61.6	63	63.8	63	62.3	65	59.2	64	62.2	60	59.4
ESL Beginning (Low 2006-07)	35	63	63	65.1	64	64.1	66	63.8	65	61.4	65	61.2
ESL Beginning (High 2006-07)	50	61	59	61.4	62	60.3	62	60.4	61	59.2	61	59.2
ESL Intermediate Low	47	53.4	53	53.7	54	52.2	55	53.3	53	51.7	54	52.0
ESL Intermediate High	44	48.2	48	49.5	49	47.6	51	48.7	50	50.1	50	50.0
ESL Advanced Low	21	22.6	23	23.1	24	23.2	24	24.2	26	25.8	25	25.7
Core Follow-Up Outcome Measures												
	%	%	%	%	%	%	%	%	%	%	%	%
HSE/HS Completion	40	41.2	40	42.0	42	52.2	43	57.3	53	62.5	61	78.5
Entered Employment	59	44.6	45	47.3	45	44.9	48	51.1	46	57.5	51	57.3
Retained Employment	95	93.1	95	94.4	60	96.5	95	88.5	98	90.1	88	89.8
Entered Postsecondary Education	44	46.6	44	40.8	45	42.1	42	46.7	42	44.5	47	44.7

Appendix C

Federal Tables

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

Federal Table 2: Participants by Age, Ethnicity, and Sex

Federal Table 3: Participants by Program Type and Age

Federal Table 4: Educational Gains and Attendance by Educational Functioning Level

Federal Table 4B: Educational Gains and Attendance for Pre- and Post-Tested Participants

Federal Table 4C: Educational Gains and Attendance for Participants in Distance Education

Federal Table 5: Core Follow-up Outcome Achievement

Federal Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education

Federal Table 6: Participant Status and Program Enrollment

Federal Table 7: Adult Education Personnel by Function and Job Status

Federal Table 10: Outcomes for Adults in Correctional Education Programs

Federal Table 14: Local Grantees by Funding Source

State: California | Table 1 | PY 2015−16

Participants by Entering Educational Functioning Level, Ethnicity and Sex

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total
	Male	Female	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)	(O)	(P)
ABE Beginning Literacy	32	11	132	56	1,138	205	3,133	735	18	6	725	275	104	22	6,592
ABE Beginning Basic Education	51	24	214	140	1,730	399	4,550	1,899	32	14	969	420	158	71	10,671
ABE Intermediate Low	89	40	407	339	2,534	872	6,562	4,387	78	38	1,509	816	255	150	18,076
ABE Intermediate High	176	115	1,010	924	4,238	1,614	16,095	12,449	121	85	4,170	2,296	595	346	44,234
ABE Subtotal	348	190	1,763	1,459	9,640	3,090	30,340	19,470	249	143	7,373	3,807	1,112	589	79,573
ASE Low	70	37	426	448	986	578	5,940	5,274	42	29	1,679	1,114	219	148	16,990
ASE High	88	66	747	599	1,368	850	8,538	8,477	71	53	3,335	1,987	380	238	26,797
ASE Subtotal	158	103	1,173	1,047	2,354	1,428	14,478	13,751	113	82	5,014	3,101	599	386	43,787
ESL Beginning Literacy	1	2	832	1,651	55	114	1,143	1,810	0	2	175	372	34	92	6,283
ESL Low Beginning	1	3	1,099	2,030	59	115	2,500	4,228	4	1	329	598	47	126	11,140
ESL High Beginning	2	7	2,163	4,410	130	215	7,670	13,124	5	9	931	1,584	131	277	30,658
ESL Intermediate Low	9	10	3,389	7,568	202	285	13,129	24,011	14	13	1,644	2,945	238	476	53,933
ESL Intermediate High	4	9	2,916	6,962	147	220	9,584	18,353	5	13	1,344	2,738	211	426	42,932
ESL Advanced	3	3	2,860	7,129	110	190	8,855	16,032	7	6	1,414	2,828	190	355	39,982
ESL Subtotal	20	34	13,259	29,750	703	1,139	42,881	77,558	35	44	5,837	11,065	851	1,752	184,928
Total	526	327	16,195	32,256	12,697	5,657	87,699	110,779	397	269	18,224	17,973	2,562	2,727	308,288

State: California | Table 2 | PY 2015-16

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		Two or More Races		Total
	Male	Female	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)	(O)	(P)
16-18	31	39	919	761	682	445	6,821	5,297	41	28	1,506	1,084	209	158	18,021
19-24	101	73	2,527	2,941	2,766	1,325	21,694	17,365	101	60	3,420	2,967	603	466	56,409
25-44	271	158	6,305	15,395	6,007	2,719	44,227	59,820	189	128	8,210	8,489	1,052	1,208	154,178
45-59	106	49	3,843	8,761	2,704	973	11,850	23,268	57	39	3,632	3,630	447	608	59,967
60 and Older	17	8	2,601	4,398	538	195	3,107	5,029	9	14	1,456	1,803	251	287	19,713
Total	526	327	16,195	32,256	12,697	5,657	87,699	110,779	397	269	18,224	17,973	2,562	2,727	308,288

State: California | Table 3 | PY 2015-16

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	7,021	20,336	37,563	12,378	2,275	79,573
Adult Secondary Education	5,591	13,933	19,621	4,087	555	43,787
English-as-a-Second Language	5,409	22,140	96,994	43,502	16,883	184,928
Total	18,021	56,409	154,178	59,967	19,713	308,288

State: California | Table 4 | PY 2015–16

Educational Gains and Attendance by Educational Functioning 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	6,592	1,167,973	3,243	2,728	555	2,794	49%
ABE Beginning Basic Education	10,671	1,462,578	5,773	4,947	1,285	3,613	54%
ABE Intermediate Low	18,076	2,330,790	8,497	7,325	2,838	6,741	47%
ABE Intermediate High	44,234	5,439,380	13,290	10,711	8,751	22,193	30%
ASE Low	16,990	1,954,511	5,264	3,402	3,384	8,342	31%
ASE High	26,797	3,752,349	15,803	0	3,859	7,135	59%
ESL Beginning Literacy	6,283	930,990	3,732	3,347	576	1,975	59%
ESL Low Beginning	11,140	1,750,603	6,819	6,283	1,081	3,240	61%
ESL High Beginning	30,658	5,138,178	18,161	15,920	3,104	9,393	59%
ESL Intermediate Low	53,933	9,586,247	28,056	23,600	5,159	20,718	52%
ESL Intermediate High	42,932	8,062,546	21,470	17,092	4,394	17,068	50%
ESL Advanced	39,982	7,212,111	10,283	0	5,028	24,671	26%
Total	308,288	48,788,256	140,391	95,355	40,014	127,883	46%

State: California | Table 4B | PY 2015–16

Educational Gains and Attendance for Pre- and Post-Tested Participants

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	4,717	926,994	3,243	2,728	80	1,394	69%
ABE Beginning Basic Education	7,322	1,212,485	5,773	4,947	226	1,323	79%
ABE Intermediate Low	11,736	1,925,305	8,497	7,325	666	2,573	72%
ABE Intermediate High	27,262	4,388,938	13,290	10,711	3,128	10,844	49%
ASE Low	9,925	1,538,212	5,264	3,402	1,078	3,583	53%
ASE High	19,510	3,235,612	15,803	0	948	2,759	81%
ESL Beginning Literacy	4,447	828,316	3,732	3,347	81	634	84%
ESL Low Beginning	7,965	1,574,555	6,819	6,283	166	980	86%
ESL High Beginning	22,497	4,673,590	18,161	15,920	708	3,628	81%
ESL Intermediate Low	40,904	8,804,643	28,056	23,600	1,794	11,054	69%
ESL Intermediate High	32,788	7,447,684	21,470	17,092	1,688	9,630	65%
ESL Advanced	29,867	6,598,288	10,283	0	2,513	17,071	34%
Total	218,940	43,154,622	140,391	95,355	13,076	65,473	64%

State: California | Table 4C | PY 2015–16

Educational Gains and Attendance for Participants in Distance Education

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	7	2,299	5	5	0	2	71%
ABE Beginning Basic Education	20	3,541	8	8	4	8	40%
ABE Intermediate Low	58	12,024	27	25	12	19	47%
ABE Intermediate High	258	62,410	83	68	33	142	32%
ASE Low	188	54,163	68	44	28	92	36%
ASE High	407	134,024	199	0	87	121	49%
ESL Beginning Literacy	184	40,490	132	121	10	42	72%
ESL Low Beginning	394	102,754	287	270	13	94	73%
ESL High Beginning	1,140	326,844	733	663	62	345	64%
ESL Intermediate Low	2,019	600,669	1,137	1,018	154	728	56%
ESL Intermediate High	2,018	611,613	1,083	902	164	771	54%
ESL Advanced	2,008	526,962	669	0	224	1,115	33%
Total	8,701	2,477,793	4,431	3,124	791	3,479	51%

State: California | Table 5 | PY 201**5–16**

Core Follow-Up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Entered Employment*	26,656	1,308	736	56.3	422	15,284	57.3
Retained Employment*	19,400	1,367	726	53.1	652	17,423	89.8
Obtained a HSE or Secondary School Diploma	17,322	N/A	17,322	100.0	13,600	13,600	78.5
Entered Postsecondary Education or Training – current program year*	29,048	1,305	673	51.6	301	12,992	44.7
Entered Postsecondary Education or Training – prior program year*	28,473	1,339	905	67.6	397	12,490	43.9

***Representative** cohort: Programs attempted to collect data for a representative subset of eligible participants using the random sampling method.

State: California | Table 5A | PY 2015–16

Core Follow-Up Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	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)
Entered Employment*	538	N/A	355	66.0	199	56.1
Retained Employment*	672	N/A	444	66.1	393	88.8
Obtained a HSE or Secondary School Diploma*	162	N/A	162	100.0	87	53.7
Entered Postsecondary Education or Training – current program year*	565	N/A	400	70.8	88	22.0
Entered Postsecondary Education or Training – prior program year*	497	N/A	436	93.2	139	30.0

***Universe** cohort: Programs attempted to collect data for all eligible participants either by survey or data match.

State: California | Table 6 | PY 2015–16

Participant Status and Program Enrollment

Participant Status on Entry into the Program	Number	
(A)	(B)	
Disabled	3,397	
Employed	105,322	
Unemployed	126,122	
Not in the Labor Force	76,844	
On Public Assistance	28,652	
Living in Rural Areas	32,763	
Highest Degree or Level of School Completed	**US Based Schooling**	**Non US Based Schooling**
No Schooling	16,357	0
Grades 1-5	7,244	7,656
Grades 6-8	17,319	19,724
Grades 9-12 (No Diploma)	91,972	28,212
High School Diploma or alternate credential	18,855	39,777
HSE	3,184	1,457
Some college, no degree	6,206	8,270
College or professional degree	8,814	26,584
Unknown	6,657	0
Program Type		
In Family Literacy Programs	2,412	
In Workplace Literacy Programs	273	
In Programs for the Homeless	788	
In Programs for Work-based Project Learners	1,913	
Institutional Programs		
In Correctional Facilities	43,150	
In Community Correctional Programs	0	
In Other Institutional Settings	Not Collected	
Secondary Status Measures (Optional)		
Low Income	22,398	
Displaced Homemaker	3,746	
Single Parent	11,662	
Dislocated Worker	1,677	
Learning Disabled Adults	Not Collected	

State: California | Table 7 | **PY 2015–16**

Adult Education Personnel by Function and Job Status

Function (A)	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
State-level Administrative/ Supervisory/Ancillary Services		21	
Local-level Administrative/ Supervisory/Ancillary Services	248	576	173
Local Teacher	3,832	1,925	509
Local Counselor	146	99	3
Local Paraprofessional	548	385	89
Years of Experience			
Less Than one year	259	54	
One to three years	585	132	
More than three years	2,988	1,739	
Teacher Certification			
No Certification	337	45	
Adult Education Certification	1,555	977	
K-12 Certification	1,449	813	
Special Education Certification	94	65	
TESOL Certification	824	138	

State: California | Table 10 | PY 2015–16

Outcomes for Adults in Correctional Education Programs

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	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an Educational Functioning Level	43,150				19,236	45.0
Entered Employment						
Retained Employment						
Obtained a HSE or Secondary School Diploma	2503	N/A	2,503	100.0	1,855	74.0
Entered Postsecondary Education or Training–current program year	170		19	11.8	13	68.4
Entered Postsecondary Education or Training–prior program year	150		11	7	5	45.5

State: California | Table 14 | PY 2015–16

Local Grantees by Funding Source

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub-Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	143	0	$59,786,168	72.1	$225,407,974	65.2
Public or Private Nonprofit Agency						
Community-based Organizations	17	N/A	$2,214,978	2.7	$4,715,088	1.4
Faith-Based Organizations	4	N/A	$53,296	0.1	$153,463	0.0
Libraries	9	N/A	$523,633	0.6	$673,485	0.2
Institutions of Higher Education						
Community, Junior or Technical Colleges	20	N/A	$14,868,173	17.9	$65,626,250	19.0
Four-Year Colleges or Universities	N/A	N/A	N/A		N/A	
Other Institutions of Higher Education	N/A	N/A	N/A		N/A	
Other Agencies						
Correctional Institutions	1	N/A	$5,420,633	6.5	$27,890,229	8.1
Other Institutions (non-correctional)	1	N/A	$100,709	0.1	$21,074,473	6.1
All Other Agencies	N/A	N/A	N/A		N/A	
Total	195	N/A	$82,967,590	100.0	$345,540,962	100.0

Appendix D
California Collaboration References

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
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 and II Partnership

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

Resource documents and links to related Web sites

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 WIOA, 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.

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 WIOA Title II Funded Agencies

Ways Agencies Interacted with Local One-Stop Centers in 2015–16

Responses	Percent of the 197 Agencies that responded to survey
Receive/provide student referrals	70.7
Provide classes or training	33.3
Conduct workshops, conferences, or informational meetings	32.8
Other	26.3
Assign staff liaison to One-Stop Center	24.2
Provide testing/assessment services	23.2
Arrange job fairs	20.7
Track referrals to or from the One-Stop Center	17.7
Staff work at the One-Stop Center	11.1
Provide skills lab	10.6
Host the One-Stop Center	10.1
Provide cross-training of One-Stop and adult education staff	8.6
Reimburse One-Stop Center for services rendered	2.0

CASAS 2016

Effectiveness of Agency Interaction with Local One-Stop Center in 2015–16

Responses	Percent of the 197 Agencies that responded to survey
Very Effective	24.4
Somewhat Effective	29.4
Neutral	26.4
Somewhat Ineffective	9.6
Very Ineffective	10.2

CASAS 2016

* Excerpt from responses to the 2015–16 Survey

Ways Agencies Interacted with Local Workforce Investment Boards in 2015−16

Response	Percent of the 197 Agencies that responded to survey
Agency is represented through a consortium	62.5
Staff attend WIB meetings	60.4
Agency has Memorandum of Understanding (MOU) with WIB	59.7
Administrator serves on local WIB board	28.5
Staff serve as WIB committee members	22.9
Other	13.2

CASAS 2016

Effectiveness of Agency Interaction with Local Workforce Investment Boards in 2015−16

Responses	Percent of the 197 Agencies that responded to survey
Very Effective	24.9
Somewhat Effective	33.0
Neutral	27.4
Somewhat Ineffective	7.1
Very Ineffective	7.6

CASAS 2016

* Excerpt from responses to the 2015−16 Survey

Appendix F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2015–16

Funding Type	Total EL Civics Agencies
Citizenship Preparation and ABE 231	9
Civic Participation and ABE 231	26
Civic Participation, Citizenship Preparation and ABE 231	128
Total	163

CASAS 2016

EL Civics Agency Enrollment by Provider Type 2015–16

EL Civics Provider Type	Total El Civics Agencies		El Civics Enrollment	
	N	%	N	%
Districts with Adult Schools	123	75.5	120,384	71.7
Community College	18	11.0	44,024	26.2
Community Based Organization	14	8.6	2,376	1.4
Library	5	3.1	776	0.5
County Office of Education	3	1.8	285	0.2
Total	163	100.0	167,845	100.0

CASAS 2016

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2015−16

CO #	Additional Assessment Plan Description	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
033C	Identify and access employment and training resources needed to apply for a job.	80	40,416	37,230	92.1%
026C	Identify and access free or low cost medical, dental, and other health care services.	12	22,326	21,525	96.4%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	44	16,704	15,620	93.5%
028C	Access the health care system and be able to interact with the providers.	59	15,492	14,403	93.0%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	56	10,323	9,176	88.9%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	28	9,171	8,868	96.7%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	29	9,450	8,843	93.6%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	32	7,632	6,979	91.4%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	31	7,220	6,778	93.9%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	40	6,563	5,828	88.8%

CASAS 2016

Appendix G
Text Version (accessible) of All Charts in the Above-Stated Report

1. California WIOA, Title II Enrollment Chart (Page 5)

Funding Type	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
WIOA, Title II	598,486	524,904	493,208	463,005	469,521	448,498
Federal Table 4	392,918	354,066	302,169	305,182	304,831	308,288

2. California WIOA, Title II Demographics 2015–16 (Page 5)

Race and Ethnicity	Percentage
Two or More Races	1.7%
White	11.7%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	64.4%
Black or African American	6.0%
Asian	15.7%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	6.4%
45–59	19.5%
25–44	50.0%
19–24	18.3%
16–18	5.8%

Gender	Percentage
Female	55.1%
Male	44.9%

3. California WIOA, Title II Provider Type 2015−16 (Page 6)

Provider Type	Total Agencies
Districts with Adult Schools	138
County Offices of Education	5
Community Based Organizations	21
Community College Districts	20
Libraries	9
State Agencies	2

4. California WIOA, Title II NRS Performance 2015−16 (Page 6)

Educational Functioning Level	California State Goals	California State Performance
ABE Beginning Literacy	57%	50.6%
ABE Beginning Basic	55%	52.8%
ABE Intermediate Low	50%	45.4%
ABE Intermediate High	34%	28.7%
ASE Low	35%	30.7%
ASE High	--	50.4%
ESL Beginning Literacy	64%	62.2%
ESL Low Beginning	65%	61.4%
ESL High Beginning	61%	59.2%
ESL Intermediate Low	53%	51.7%
ESL Intermediate High	50%	50.1%
ESL Advanced	26%	25.8%