

# CABSS Report

## California Adult Basic Skills Survey



Summer 1999

Prepared for California Department of Education by CASAS

**PREPARED BY CASAS**

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## **Acknowledgements**

CASAS staff prepared this report to assist the California Department of Education (CDE) in identifying critical competency areas needed by adults to function in entry-level employment. In addition, findings from this effort are intended to inform the development of certification tests and provide a platform from which partnerships between adult education stakeholders can be established and maintained.

We would like to express our appreciation to the students, teachers, staff and employees throughout the state who provided input through their completion of the California Adult Basic Skills Survey (CABSS). Without their invaluable input, this report would not have been possible. We would also like to thank the staff at CDE who participated in the review of the draft survey documents and the final report.

Dennis Johnston and Matthew Cloney were contributing writers. Teri Merry, Dennis Johnston and Patricia Rickard co-developed the CABSS instruments used in the study. Members of the Research, Analysis, and Data Services Department conducted the survey and prepared the data for analysis. Dennis Johnston, Matthew Cloney and Andrew Evans processed and analyzed the data. Richard Van Heertum performed editing duties.

# Chapter One

## REPORT CONTENTS

This report is divided into eight chapters. The first presents an overview of the publication, describing its purpose, context, and content. Chapter 2 explains the survey design and methodology used as the basis for the report. Chapters Three through Seven explain the survey results, including the mean ratings of individual competencies and competency areas established by the California adult education stakeholders. Chapter Three presents the results for a weighted aggregate, which is essentially an average of the results from each of the respondent groups, while Chapters Four through Seven present the results for each of four respondent groups: business and industry providers, learners, instructional service providers, and state agencies and public service providers.

Chapter Three, which details the aggregate results, also includes information relating survey findings to the SCANS competencies, the skills identified by a U.S. Department of Labor commission as those needed for success in a more ecumenical world. Chapters Five, Six, and Seven, include information on a number of subgroups within the larger stakeholder groups and on learner, instructor, agency and public provider results.

Chapter Eight of the report provides a summary of the survey findings, along with conclusions and recommendations.

This report also includes a bibliography and five appendices: 1) the survey instrument, 2) an overview of CASAS, 3) an explanation of CASAS competencies, 4) additional technical information on the survey methodology and data analysis, and 5) additional data tables summarizing the survey responses.

## OVERVIEW

In 1998, 1.4 million adults were served in ESL and basic skills programs in the state of California. Of these, over 61 percent were functioning at or below a NALS level one. Individuals functioning at this level demonstrate minimal listening, speaking, reading and writing skills. In most cases, individuals at this level are not able to handle entry-level jobs requiring more than simple oral or written communication. Efforts aimed at increasing literacy levels among low functioning adults, including clear articulation of skills standards, the development of educational programs with an employability focus and the implementation of rigorous evaluation and certification methods, are continuing across the state.

The National Skill Standards Board (NSSB) was established under the 1994 National Skill Standards Act to develop and adopt a voluntary national system of skill standards. Skill standards are defined as "the performance specifications that identify the knowledge, skills, and abilities an individual needs to succeed in the workplace" (Strumpf and Associates, 1998). A primary goal of establishing these standards is to provide a common language across states and industries so that certification of skill acquisition becomes more meaningful. In addition, standards provide a framework from which employers and potential employees can assess the suitability of jobs requiring specific skill sets.

In 1998, the California Department of Education commissioned a basic skills survey to identify critical competency areas as determined by adult education stakeholder groups. The California Adult Basic Skills Survey (CABSS) was developed and administered by researchers at CASAS in the fall of that year. The CABSS project supports the efforts of the NSSB by providing information from employers, representing various occupational areas, regarding what they perceive as the most important skills needed for entry level job acquisition. It is hoped that findings from the survey will be used in support of the much larger effort set forth by the NSSB. In addition, results from the study could be used to inform the development of certification tests and provide a platform from which partnerships between adult learners, educators, social service providers and employers could be established and fostered.

The CABSS study was based on a similar effort conducted by Iowa in 1994 called the Iowa Adult Basic Skills Survey (IABSS). The purpose of the IABSS was to determine the priority competency areas for basic life and employability skills for adults within that state. In addition, the IABSS was used to determine the level of importance different educational stakeholder groups placed on each of the competency statements and areas. Connecticut also performed a similar study in 1996, entitled "Targeting Education: The Connecticut Adult Basic Skills Survey."

## NATIONAL CONTEXT

Adult education is an economic issue with far-reaching implications for the future. Those with higher skills gain higher wages. The National Adult Literacy Survey (NALS) found that individuals demonstrating higher levels of literacy were more likely to be employed, worked more weeks in a year, and earned higher wages than individuals demonstrating lower proficiencies (Kirsch, et al, 1993). For years, the U.S. Department of labor has published statistics showing that those with education beyond high school earn significantly more than those with just a high school degree, while those who leave school before getting a diploma earn significantly less. The current estimate of adults in need of basic education is 40-50 million, equivalent to the number of school-aged children in the United States (National Center on Adult Literacy, 1995).

In addition, it has been shown that children's literacy levels are strongly associated with the educational levels of their parents. Children whose parents have less than a high school education are more likely to drop out of school than children whose parents earned a high school diploma ([www.nifl.gov/newworl/FASTFACT.htm](http://www.nifl.gov/newworl/FASTFACT.htm)). The National Adult Literacy Survey reports that children whose parents are unemployed and have dropped out of high school are five times more likely to drop out themselves. Furthermore, it was noted that one of the most significant predictors of a child's success in school is having a mother who completed high school (NALS, 1995).

Adult education is, in fact, an intergenerational issue. Parents with low literacy skills usually do not give their children the educational support they need to succeed in school. Thus the pattern of low skills and low earning potential is passed down from one generation to the next. Highly effective adult education programs are needed to break this cycle and ensure that all children are afforded the opportunities they deserve as they embark on their lifelong learning paths. Programs that build parents' skills while simultaneously advancing their children's development can play a key role in breaking the intergenerational cycle of poverty and welfare dependency.

The issue of education does not exist in and of itself, it is inherently tied to employment and success on the job. In the future, all employers in the United States should take part in fortifying the link between employment and education. Furthermore, employees should have the chance to obtain a wide range of skills in order to make themselves more competitive and attractive in an ever-changing workplace that is increasingly dependent on technology. It is also hoped that existing educational facilities will provide more adult literacy programs to help meet the challenges of the 21<sup>st</sup> century workplace.

## STATE CONTEXT

California is a high technology based state that has an ever-growing need for high skilled labor. Major growth industries include service, trade and government, all of which are increasingly dependent on electronic technology and individuals skilled enough to operate this technology ([http://www.dismal.com/cgi/sql\\_state\\_test.asp?State=California&View=Labor](http://www.dismal.com/cgi/sql_state_test.asp?State=California&View=Labor)). During the 1996-97 school year, 51,550 students dropped out of high school, resulting in a 3.3 percent dropout rate. It is critically important to educate all Californians but especially those adults not completing high school or those with low literacy skills to ensure that skilled individuals are available to meet the needs of California's growth industries.

Adult education programs with an employment focus are needed to prepare unskilled individuals for the workplace. Results from the CABSS can assist with the development of such programs so that California residents are provided with the skills they will need to succeed, both in their personal lives and on the job in the 21<sup>st</sup> century. This report discusses the importance of various life and employability skills and competencies that key stakeholders of adult education believe are necessary for entry level employability and retention. It provides information on the skills that learners are trying to acquire, the skills employers are seeking, the skills educators are trying to teach, and the skills program operators have set as the focus of their efforts. Most importantly, this study highlights the differences in priorities these various groups have, thus uncovering areas where California would benefit from adjusting its current educational practices to meet the needs of learners, instructors, and employers.

This report is intended to assist policy makers, program operators, and instructional personnel working in California's Education, Labor, and Social Services Departments. The information reported herein can be used to guide practices including strategic planning of program development, curriculum design, and instructional delivery. It is a practical document, a tool that can be used to improve California' education practices, social service delivery, and ability to meet workplace demands.

# Chapter Two

## CABSS METHODOLOGY AND DESIGN

The California Adult Basic Skills Survey (CABSS) was administered to various stakeholders in the adult education arena. Participants were asked to rate how critical various skills and competencies were to an adult's ability to acquire and retain an entry-level position in the workplace. These ratings were then combined to determine average scores, rankings, and priority levels for each competency statement and competency area. Participant responses were categorized into three stakeholder groups for comparison purposes: Business and Industry, Public Services Agencies and Education Institutions. Average ratings for each group were then weighted and combined to form an aggregate rating representing all stakeholder groups.

## SURVEY METHODOLOGY

### Stakeholder Groups

The three identified stakeholder groups participating in the study include representatives from 1) Business and Industry, 2) Public Service Agencies, and 3) Educational Institutions. These three groups are conceptualized as representing critical components of an overall employment system; 1) employers -- those organizations and individuals providing education and training opportunities for the skilled unemployed; 2) public service agencies -- a conduit through which adult learners gain access to educational and employment resources; and 3) education -- the mechanism that enables adult learners to acquire basic skills necessary for employability.

This conceptualization serves two purposes. First, it provided a basis for identifying and creating the aforementioned stakeholder groups. Second, it provided a framework from which decisions were made on the types of agencies and organizations that should be included in the study. This was particularly relevant for the public service group, as inclusion required that participating agencies provide direct client services in education and/or employment assistance.

### Business and Industry

The business and industry version of the CABSS is intended for employers representing the 15 occupational categories established by the National Skills Standards Board (1994). These categories were established by evaluating the employment patterns in the U.S. and dividing the economy into clusters that most accurately reflected these patterns.

The sample was derived using an existing database that included all businesses in the state of California. A random stratified sample of 5,004 businesses was used. The sample was stratified by the size of the business indicated by the number of employees. Business size ranged from one to more than 10,000 employees. Individuals responsible for hiring, training, or managing employees were asked to complete the survey.

### **Social Service Providers**

The social service provider version of the CABSS is intended for individuals who provide direct service to clients. Individuals representing the Department of Rehabilitation, the Department of Health and Human Services/Welfare, or a Private Industry Council (PIC) provider were asked to participate.

### **Educators and Students**

The educator/student version of the CABSS is intended for students, educators, and administrators working directly with students in each of the ABE321/326 programs as well as adult schools not receiving 321/326 funds in the state of California. The sample was derived using an existing database housed and maintained by CASAS. The sample contains organizations and educational institutions from each of the state's 58 counties that provide adult education services.

For comparison purposes, administrators and instructors were combined to form a unique group separate from students. This provided insight into similarities and differences between these two unique populations that make up the educational stakeholder group.

## **SURVEY INSTRUMENTATION**

The CABSS is designed to solicit information from key stakeholders regarding the importance of various skills and/or competencies necessary for entry level employability and retention. One purpose for developing the CABSS is to provide those who work with adult learners, whether on the job, in school, or through public service agencies, with important feedback on the core employment-related skills or competencies which adults need to succeed in the workplace. To this end, three versions of the CABSS were developed, each tailored to one of three stakeholder groups -- Business and Industry, Public Service Agencies, and Educational Institutions. Each version contains the same competency statements but has a unique demographic section written specifically for the stakeholder group for which it was intended.

The survey instrument contains two sections. The first is a demographic portion soliciting information including gender, ethnicity, type of organization employed with, and the role respondents maintained. The second is a competency statement portion that requires respondents to rate the level of importance of each category regarding employee success in the workplace. As previously mentioned, the demographic portion of the CABSS is different for each stakeholder group but the competency statements are parallel across all three groups.

The competency statement portion of the survey contains 46 statements representing seven competency areas: 1) basic communication, 2) employment, 3) learning to learn, 4) health, 5) consumer economics, 6) community resources, and 7) computation. These competency areas and statements were taken from the CASAS list of competencies. In addition, the survey provided opportunities for respondents to include "other" competencies they believed to be important within each of the seven areas.

Respondents were asked to “Decide how important each competency is to an adult’s ability to succeed in the workplace.” In addition, they were asked to “Mark one response for each statement using the scale below.”

① Not Important	② Somewhat Important	③ Important	④ Very Important
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### CASAS Competencies

The seven competency areas and 46 competency statements in the survey are derived from the *CASAS Competency List*, a list of discrete competency statements identifying, in detail, the basic skills needed by adults in daily life situations and on the job. The competencies on this list have been validated for adults – that is, a study has concluded that they encompass the skills adults need to function in society. The *CASAS Competency List* is the most comprehensive list of competencies within the United States that has been validated for this population.

The CASAS list actually contains more than 300 discrete statements within nine content areas (referred to as *competency areas* in this report). However, only 46 *summary* competency statements were used in order to simplify the survey and minimize the time needed to complete it. In addition, two of the nine competency areas are not included on the CABSS - Government and Law and Independent Living. The rationale for not including the Government and Law area can be found in earlier studies indicating that nearly 50 percent of surveyed individuals found competencies in this domain to be “somewhat” or “not” important. The Independent Living domain was omitted due to relevance.

The *CASAS Competency List* is correlated to the Department of Labor’s SCANS competencies, the skills identified by the U.S. Department of Labor as those needed for success in a global society, and also includes other nationally validated critical life skill competencies. Because the *CASAS Competency List* is the foundation for the CASAS assessment system, California stakeholders can easily use the results of this study to shape curriculum and instruction.

### Survey Distribution

Surveys packets were distributed to businesses, state agencies, and educational institutions throughout California. Each survey packet contained a specific number of surveys, a cover letter, a survey instruction sheet, and a self-addressed, postage paid envelope.

The initial mailing took place in September 1998. Each survey was printed with a unique litho identification code enabling tracking of which participants returned completed questionnaires. A reminder postcard was sent to all participants who had not responded by October 15, 1998. Data collection continued through the end of October resulting in an overall response rate of 20.5 percent.

## Survey Response

CASAS staff distributed 50,036 surveys to 5,004 businesses, 571 public service agencies, and 546 educational institutions. Overall, 10,275 surveys were returned yielding an unadjusted response rate of 20.5 percent. One hundred twenty-five surveys from the educational stakeholder group could not be identified as belonging to either the educator or student subgroups and were consequently dropped. This resulted in 10,150 usable surveys, representing an adjusted response rate of 20.3 percent (see table 2.1).

**Table 2.1 – Survey Response Rates by Stakeholder Group**

<b>Stakeholder Group</b>	<b>Issued</b>	<b>Returned</b>	<b>Response Rate %</b>
Business	11,091	1,056	9.5
Social	9,945	1,332	13.4
Educators/learners	29,000	7,887	27.2
Total	50,036	10,275	20.5
No subgroup affiliation	-	125	-
<b>Total usable for study</b>	-	10,150	20.3

As can be seen in table 2.1, response rate varied across stakeholder group. Educators and learners evidenced the highest rate of response (27.2 percent), followed by social service providers (13.4 percent), and business and industry representatives (9.5 percent).

## SURVEY ANALYSIS

Initial analyses were conducted using five categories of respondents: 1) the aggregated total, 2) business and industry representatives, 3) social service providers, 4) instructional service providers, and 5) learners. These analyses involved ratings of individual competency statements and competency areas overall.

Subgroup analyses were also conducted on various social service providers, instructional service providers and learner groups. These analyses included comparisons within stakeholder group (welfare vs. Department of Rehabilitation) and between stakeholder groups (instructional providers vs. learners).

Respondents were asked to rate each competency statement using a scale from one “not very important” to four “very important”. These numeric values were used to create average scores for each of the 46 competency statements for each respondent group. Scores for each competency statement within its respective competency area were used to compute overall average competency area scores.

Mean ratings of the competency areas were used to determine the rank order of the areas for each respondent group and the aggregate. For illustration purposes, the rank order of each competency area for each group is provided, although the authors advise caution in comparing these data across respondent groups. It is important to remember that respondents were not asked to rank

order the competency areas but rather these rankings were derived from mean ratings of the competency statements. Consequently, in many instances groups with higher assigned ranks have lower mean scores of importance associated with those rankings.

## **COMPETENCY PRIORITY LEVELS**

The use of mean ratings and rankings in this report is supplemented by a system of priority levels, which is also based on the ratings individuals gave to the 46 competency statements. These priority levels were based on the distribution of ratings over the four choices “very important”, “important”, “somewhat important”, and “not important”.

Priority levels were established by calculating the percentage of respondents who rated a particular competency statement as “very important” or “important”. Four priority levels were created in this manner as shown in table 2.2 (see appendix D for the full distribution of ratings by respondent group).

**Table 2.2 – Priority Levels**

<b>Priority Level</b>	<b>Percentage of Respondents Rating a Competency Statement as "Very Important" or "Important"</b>
Top	85% or more
High	70% to 84%
Mid	50% to 69%
Low	Fewer than 50%

*CASAS, 1997*

Priority levels provide another means of targeting those competency statements and areas perceived to be most critical for entry-level employability and success by the different players.

## **SURVEY USE**

To most appropriately use the data and findings generated by the California Adult Basic Skills Survey, it is important to recognize the assumptions underlying its development. A sound understanding of these assumptions and their possible implications is necessary to most accurately interpret the data as described in this report.

## **ASSUMPTIONS**

The CABSS is premised on the following underlying assumptions. First, it assumes that the competency statements on the CABSS are representative of the *CASAS Competency List*, and that the *CASAS Competency List* includes all of the basic skills competencies needed by adults to function effectively in the workplace.

Other underlying assumptions include:

- the learner respondents had limited basic skills themselves; while
- the other respondents, as employers, social service providers, or educators, *had experience* with adults with limited basic skills; and
- all the respondents were qualified to identify priority competency statements

As discussed earlier, the overall response rate was adequate and the survey distribution included respondents from a wide range of agency types and from personnel within those agencies with varied responsibilities. These factors contribute to the relevance and validity of the responses.

Finally, it is assumed that the results of the study can be used to guide curriculum, assessment, and accountability in a variety of adult basic education contexts, including the workplace, employment training programs, local school district adult basic education programs, and literacy programs, as well as similar programs in other settings. The *CASAS Competency List* is linked to a broad variety of valid and reliable assessment instruments, and to more than 300 instructional materials that can be used to successfully guide curriculum and accountability efforts in these programs.

## **LIMITATIONS**

The focus of this study was determining the priorities of basic skill competencies in California. The sample was drawn exclusively from the state so caution should be exercised when generalizing findings to other geographic regions presenting different employment patterns and needs.

In addition, the sample was not drawn in a truly random fashion. Respondents do however represent over 1,190 different businesses, social service organizations, and educational institutions across all geographic regions of the state.

Project researchers conducted the analyses and have presented their findings with awareness and sensitivity to the limitations and assumptions as outlined above. Survey results are presented with the confidence that they are warranted and supported by the rigor of the survey methodology.

# Chapter Three

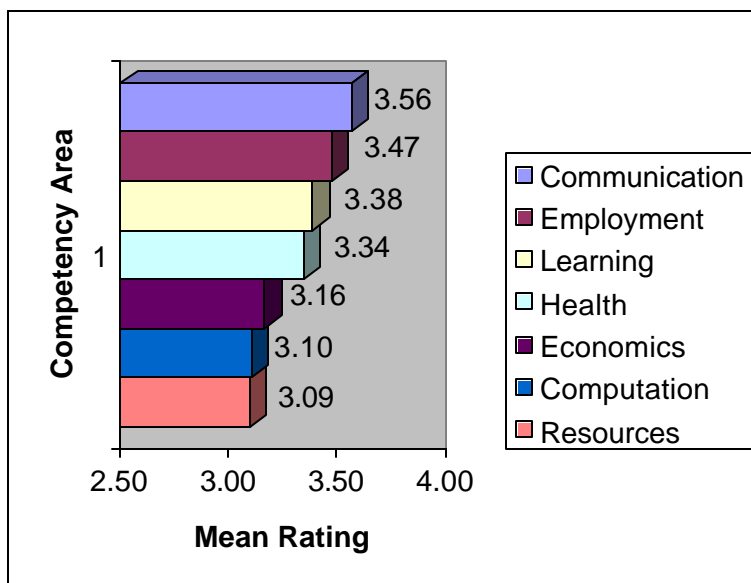
## AGGREGATE RESULTS

The aggregated results shown in this chapter are weighted, meaning each of the four respondent groups (business and industry providers, learners, instructional service providers, and state agencies and public service providers) are represented based on their individual sample size in proportion to the total sample. The more respondents there are in a group, relatively speaking, the more weight that group will hold in the aggregate analyses.

## COMPETENCY RATINGS

Survey respondents' ratings of the 46 competency statements as very important, important, somewhat important, or not important were translated into numerical scores of 4, 3, 2, or 1. They were then utilized to calculate average ratings for the survey's seven competency areas (see chapter two for more details). For the respondents in the aggregate, these average ratings range from a low of 3.09 (out of a possible 4) for community resources to a high of 3.56 for basic communication (see figure 3.1).

**Figure 3.1 – Aggregate Mean Competency Area Ratings**



Following basic communication, respondents assigned the highest mean aggregated rating to employment, learning, and health. The competency areas of consumer economics, computation, and consumer resources were given slightly lower mean ratings by the aggregate group. All of these competency areas were marked between the values of ‘very important’ and ‘important,’ indicating that all areas were perceived as critical for entry level employability, although to varying degrees.

When comparing subgroups' means by competency area, significant differences emerge:

- There are substantial differences between all four subgroups of respondents on the learning to learn, health, and consumer economics competencies.
- State agencies and public service providers' mean scores were significantly different from all other subgroups in every competency area except computation.
- Business and industry providers' mean scores were significantly different from all other subgroups in every competency area with the exception of basic communication and computation.

The two lowest average mean scores were exhibited by business and industry providers (2.36 for consumer economics and 2.46 for community resources), while the highest mean rating is from instructional service providers (3.74 for basic communication; see table 3.2).

**Table 3.1 – Mean Competency Area Ratings by Respondent Groups**

Competency Area	Business and Industry Providers		Learners		Instructional Service Providers		State Agencies and Public Service Providers	
	N	Mean	N	Mean	N	Mean	N	Mean
Basic Communication	1,041	3.56 <sup>IS</sup>	6,226	3.52 <sup>IS</sup>	1,116	3.74 <sup>LSB</sup>	1,312	3.63 <sup>ILB</sup>
Employment	1,041	3.25 <sup>ISL</sup>	6,222	3.53 <sup>SB</sup>	1,098	3.50 <sup>SB</sup>	1,294	3.35 <sup>ILB</sup>
Learning to Learn	1,040	3.05 <sup>ISL</sup>	6,288	3.45 <sup>ISB</sup>	1,109	3.38 <sup>LSB</sup>	1,298	3.27 <sup>ILB</sup>
Health	1,040	2.67 <sup>ISL</sup>	6,380	3.53 <sup>ISB</sup>	1,104	3.37 <sup>LSB</sup>	1,294	2.92 <sup>ILB</sup>
Consumer Economics	1,038	2.36 <sup>ISL</sup>	6,194	3.36 <sup>ISB</sup>	1,093	3.20 <sup>LSB</sup>	1,290	2.74 <sup>ILB</sup>
Community Resources	1,029	2.46 <sup>ISL</sup>	6,297	3.21 <sup>SB</sup>	1,105	3.16 <sup>SB</sup>	1,291	2.94 <sup>ILB</sup>
Computation	1,033	2.68 <sup>IL</sup>	6,202	3.26 <sup>ISB</sup>	1,095	3.05 <sup>LSB</sup>	1,297	2.66 <sup>IL</sup>

<sup>B</sup> Mean significantly different from business and industry provider mean (p<.05).

<sup>L</sup> Mean significantly different from learner mean (p<.05).

<sup>I</sup> Mean significantly different from instructional service provider mean (p<.05).

<sup>S</sup> Mean significantly different from state agency and public service provider mean (p<.05).

## COMPETENCY PRIORITY LEVELS

Competency priority levels were based on the distribution of survey respondents' ratings. Top priority competency statements were rated "very important" or "important" by 85 to 100 percent of respondents. High priority competency statements were rated as "very important" or "important" by 70 to 84 percent of respondents, mid priority competency statements by 50 to 69 percent, and low priority competency statements by fewer than 50 percent of respondents (see chapter two for more details).

Within each of the tables showing competency priorities, individual competency statements are arranged in the order of their average rating. A black dot to the right of each competency statement (in table 3.2 and those that follow) indicates the competency area to which it belongs (for additional statistical information on these responses, see appendix D).

Forty-three of the 46 competency statements, including all the basic communication, employment, learning to learn, health, and consumer economics statements, are categorized as top or high priority by the aggregated group (aggregate results are a weighted averages of each of the groups' results). The majority of items from the computation and community resources competency areas were also classified as top or high priorities in the aggregate (see table 3.2).

Sixteen of the 46 competency statements are labeled as top priorities by the aggregate, including all items from the basic communication item set, and the majority of items from the employment and learning to learn competency areas. Additionally, two health, one consumer economics, and one computation question were classed as top priorities. No items from the community resources competency area were listed as top priorities by the aggregate.

**Table 3.2 – Top Priority Skills: Aggregate Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.67	Communicate in interpersonal interactions	10,037	•						
2.	3.63	Understand concepts related to job performance and training	10,114		•					
3.	3.62	Understand basic tasks related to getting a job	10,161		•					
4.	3.60	Communicate effectively in the workplace	10,113		•					
5.	3.57	Understand work-related safety standards and procedures	10,124		•					
6.	3.53	Demonstrate effectiveness in working with other people.	10,111		•					
7.	3.49	Understand basic health and safety procedures	10,072				•			
8.	3.49	Demonstrate ability to use thinking skills	10,097			•				
9.	3.47	Practice effective organizational and time management skills in accomplishing goals.	10,094			•				
10.	3.45	Communicate regarding personal information	9,890	•						
11.	3.45	Demonstrate ability to use problem solving skills	10,060			•				
12.	3.44	Compute using whole numbers	10,051							•
13.	3.42	Understand wages, benefits, and concepts of employee organizations	10,131		•					
14.	3.41	Effectively utilize common workplace technology and systems	10,110		•					
15.	3.37	Understand basic principles of health maintenance	10,045				•			
16.	3.33	Apply principles budgeting in the management of money	10,049					•		

Twenty-seven competency statements were classified as high priorities by the aggregate, including the majority of the items from the community resources scale, the computation scale, and the consumer economics scale (see table 3.3). Additionally, all items from the employment, learning to learn, and health scales that were not classified as top priorities were listed as high priorities by the aggregate.

**Table 3.3 – High Priority Skills: Aggregate Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.35	Identify common ailments and seek appropriate medical assistance	10,086				•			
2.	3.35	Understand how to select and use medications	10,078				•			
3.	3.31	Use the telephone and telephone book	10,085						•	
4.	3.28	Demonstrate study skills	10,049			•				
5.	3.27	Understand how to locate and use different types of transportation and interpret information	10,082						•	
6.	3.25	Compute using decimal fractions	10,035							•
7.	3.24	Understand how social, organizational, and technological systems work, and operate effectively within them	10,018		•					
8.	3.24	Use weights, measures, measurement scales, and money	10,063					•		
9.	3.21	Effectively manage workplace resources	10,074		•					
10.	3.21	Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations	9,953					•		
11.	3.20	Understand aspects of and approaches to effective personal management	9,976			•				
12.	3.17	Compute using fractions	10,020							•
13.	3.17	Compute with percents, rate, ratio, and proportion	10,015							•
14.	3.15	Understand common medical and dental forms and related information	10,085				•			
15.	3.14	Understand aspects of society and culture	9,989						•	
16.	3.13	Understand methods and procedures to obtain housing and services and related maintenance	10,045					•		
17.	3.13	Use estimation & mental arithmetic	9,921							•
18.	3.12	Understand procedures for the care, maintenance and use of personal possessions	10,037					•		
19.	3.12	Use banking and financial services in the community	10,007					•		
20.	3.11	Understand consumer protection laws and services	10,038					•		
21.	3.10	Understand methods and procedures used to purchase goods and services	10,048					•		
22.	3.10	Understand concepts of time and weather	10,057						•	
23.	3.05	Apply principles of comparison shopping in the selection of goods and services	10,068					•		
24.	3.05	Use community agencies and services	10,059						•	
25.	3.01	Demonstrate measurement skills	10,001							•
26.	3.00	Use the services provided by the post office	10,066						•	
27.	2.98	Interpret data from graphs and compute averages	9,993							•

Only three competencies were classified as mid priority skills by the aggregate, including one from the community resources area and two from the computation area (see table 3.4). There were no competency statements classified by the aggregate as low priorities.

**Table 3.4 – Mid Priority Skills: Aggregate Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.92	Use expressions, equations or formulas	10,007							•
2.	2.80	Use statistics and probability	9,990							•
3.	2.77	Use leisure time resources and facilities	10,007						•	

## SCANS COMPETENCIES

In 1990, the U.S. Department of labor commissioned a task force to collect information from employers identifying specific skill areas and competencies that needed to be targeted if this country was to compete in the new global economy. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) released its final report recommending 20 workplace competencies and 16 foundation skills. All these SCANS competencies and skills are reflected in the *CASAS Competency List*, and have been correlated to CASAS competencies (see appendix C).

The SCANS competencies relate to five of the nine CASAS employment competency statements and four of the five CASAS learning to learn competency statements. All nine of these were rated as either top priorities (six) or high priorities (three) by the aggregate group. Table 3.5 shows how California's adult education stakeholders rated the SCANS-related CASAS competency statements and provides an understanding of how California's priorities related to national level workplace priorities.

The aggregate rating on all of the CASAS SCANS-related competency statements was above 3.0, which places them at the level labeled "important" or higher. There are, however, differences among the respondent groups in how they rated the nine competency statements. In eight of the nine statements, business and industry providers gave them lower ratings than any other stakeholder group. The one exception, "demonstrate effectiveness in working with other people," received the lowest mean rating (3.48) from learners.

Of the highest mean scores, five came from the learners' subgroup while the other four came from the instructional service providers group. The state agencies and public service providers group never produced the highest or lowest mean score for any of the SCANS-related CASAS competencies.

Business and industry providers' mean scores for all of these SCANS-related CASAS competencies were above a 3.0 with the exception of three (effectively manage workplace resources, understand social, organizational and technological systems, and demonstrate study skills). However, this group almost always produced the lowest mean score of any of the stakeholder groups.

**Table 3.5 – Mean Ratings of SCANS-Related CASAS Competency Statements by Respondent Group**

Survey Competency Statement	Business and Industry Providers		Learners		Instructional Service Providers		State Agencies and Public Service Providers	
	Mean	N	Mean	N	Mean	N	Mean	N
Effectively utilize common workplace technology	3.21 <sup>LI</sup>	1,054	3.47 <sup>BIS</sup>	6,487	3.39 <sup>BLS</sup>	1,132	3.29 <sup>IL</sup>	1,318
Communicate effectively in the workplace	3.55 <sup>IS</sup>	1,054	3.57 <sup>IS</sup>	6,488	3.72 <sup>BL</sup>	1,133	3.65 <sup>BL</sup>	1,318
Effectively manage workplace resources	2.82 <sup>LIS</sup>	1,051	3.33 <sup>BIS</sup>	6,459	3.15 <sup>BLS</sup>	1,128	2.96 <sup>BIL</sup>	1,317
Demonstrate effectiveness in working with other people	3.55 <sup>LIS</sup>	1,053	3.48 <sup>BIS</sup>	6,488	3.64 <sup>BL</sup>	1,129	3.63 <sup>BL</sup>	1,323
Understand social, organizational, and technological systems	2.82 <sup>LIS</sup>	1,049	3.38 <sup>BIS</sup>	6,414	3.13 <sup>BLS</sup>	1,122	2.99 <sup>BIL</sup>	1,313
Identify or practice organizational and time management skills	3.23 <sup>LIS</sup>	1,050	3.50 <sup>B</sup>	6,484	3.49 <sup>B</sup>	1,128	3.49 <sup>B</sup>	1,314
Demonstrate ability to use thinking skills	3.31 <sup>LIS</sup>	1,050	3.52 <sup>BS</sup>	6,490	3.53 <sup>BS</sup>	1,127	3.39 <sup>BIL</sup>	1,312
Demonstrate ability to use problem solving skills	3.21 <sup>LIS</sup>	1,048	3.49 <sup>BS</sup>	6,457	3.52 <sup>BS</sup>	1,123	3.35 <sup>BIL</sup>	1,315
Demonstrate study skills	2.76 <sup>LIS</sup>	1,049	3.42 <sup>BIS</sup>	6,453	3.25 <sup>BLS</sup>	1,122	3.03 <sup>BIL</sup>	1,306

<sup>B</sup> Mean significantly different from business and industry provider mean (p<.05).

<sup>L</sup> Mean significantly different from learner mean (p<.05).

<sup>I</sup> Mean significantly different from instructional service provider mean (p<.05).

<sup>S</sup> Mean significantly different from state agency and public service provider mean (p<.05).



# Chapter Four

## BUSINESS AND INDUSTRY PROVIDER RESULTS

Business and industry service provider results are based on 1,056 respondents. The largest percentage of business and industry providers came from the manufacturing (33.1 percent) and retail (10.0 percent) industries. The majority of respondents in this category were female (63.8 percent) and white (81.3 percent). A breakdown of the number and percent of respondents in each category is listed below (see table 4.1).

**Table 4.1 – Business and Industry Provider Respondents**

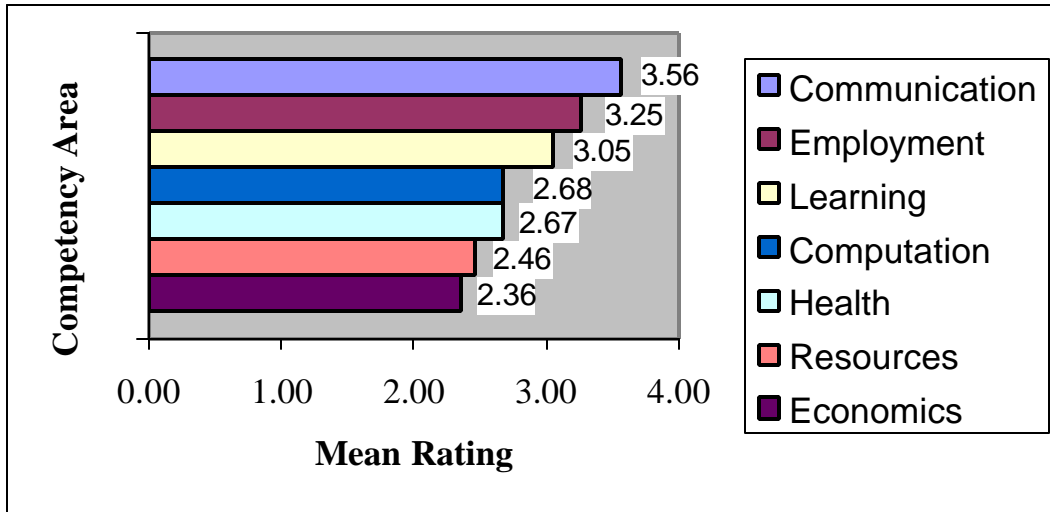
<b>Survey Categories</b>	<b>N</b>	<b>Percent</b>
Agriculture, forestry and fishing	37	3.5
Business & administrative services	61	5.8
Retail	104	9.8
Hospitality	44	4.2
Public administration	40	3.8
Manufacturing	344	32.6
Education & training	67	6.3
Telecommunications	70	6.6
Utilities	24	2.3
Health & human services	81	7.7
Construction	57	5.4
Mining	3	0.3
Science and technical	40	3.8
Finance	42	4.0
Transportation	24	2.3
Missing	18	1.7
Total	1,056	100

## COMPETENCY RATINGS

Business and industry providers' mean ratings on the survey's seven competency areas range from a low of 2.36 for consumer economics to a high of 3.56 for basic communication (see figure 4.1). The business and industry provider group's ratings of 2.36 for consumer economics

and 2.46 for community resources are the lowest mean competency area ratings provided by any of the respondent groups.

**Figure 4.1 – Business and Industry Provider Mean Competency Area Ratings**



## COMPETENCY PRIORITY LEVELS

Business and industry providers only rated 16 of the 46 competency statements as top or high priorities, compared to 43 for the aggregate. This reflects the generally lower ratings the business and industry provider group gave to all the competency statements. Overall, business and industry providers rated all of the basic communication competency statements as top or high priorities, while the aggregate rated all of the basic communication, employment, learning to learn, health, and consumer economics statements at these levels. Business and industry did however, rate the majority of the employment and learning to learn competency statements as top or high priorities.

Business and industry providers categorized nine of the 46 competency statements as top priorities, including two basic communication, four employment, two learning to learn, and one computation statement (see table 4.2). All nine of these statements were also included in the

aggregate's list of top priorities. This group categorized no statements from the health, consumer economics or community resources competency area as top priorities.

**Table 4.2 – Top Priority Skills: Business and Industry Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.71	Communicate in interpersonal interactions	1,051	•						
2.	3.59	Understand concepts related to job performance and training	1,053		•					
3.	3.57	Understand work-related safety standards and procedures	1,054		•					
4.	3.55	Demonstrate effectiveness in working with other people.	1,053		•					
5.	3.55	Communicate effectively in the workplace	1,054		•					
6.	3.41	Communicate regarding personal information	1,043	•						
7.	3.35	Compute using whole numbers.	1,048							•
8.	3.31	Demonstrate ability to use thinking skills	1,050			•				
9.	3.23	Practice effective organizational and time management skills in accomplishing goals.	1,050			•				

Business and industry providers rated seven competency statements as high priorities, including three items from the employment competency area, and one each from the learning to learn, health, community resources, and computation sections (see table 4.3). There were three times as many high priority competency statements in the aggregate group (27) as in the business and industry group.

**Table 4.3 – High Priority Skills: Business and Industry Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.22	Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	1,053		•					
2.	3.21	Understand basic health and safety procedures	1,047				•			
3.	3.21	Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	1,054		•					
4.	3.21	Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	1,048			•				
5.	3.04	Compute using decimal fractions	1,048							•
6.	3.00	Use the telephone and telephone book	1,048						•	
7.	2.94	Understand wages, benefits, and concepts of employee organizations	1,053		•					

Business and industry providers rated 15 competency statements as mid-level priorities, including two employment, two learning to learn, two health, two consumer economics, three community resources, and four computation items (see table 4.4). Business and industry providers had the second largest number of mid priority skills, behind the state agencies and public service providers group.

**Table 4.4 – Mid Priority Skills: Business and Industry Providers**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.86	Compute using fractions	1,046							•
2.	2.85	Compute with percents, rate, ratio, and proportion	1,047							•
3.	2.82	Effectively manage workplace resources (e.g. financial, informational and human resources)	1,051		•					
4.	2.82	Understand how social, organizational, and technological systems work, and operate effectively within them.	1,049		•					
5.	2.77	Use weights, measures, measurement scales, and money	1,047					•		
6.	2.76	Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	1,049			•				
7.	2.75	Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	1,045				•			
8.	2.72	Understand aspects of and approaches to effective personal management (e.g. stress management)	1,042			•				
9.	2.71	Understand concepts of time and weather	1,046						•	
10.	2.67	Identify common ailments and seek appropriate medical assistance	1,048				•			
11.	2.61	Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	1,039							•
12.	2.60	Understand how to locate and use different types of transportation and interpret information	1,050						•	
13.	2.60	Understand aspects of society and culture	1,038						•	
14.	2.56	Apply principles of budgeting in the management of money	1,045					•		
15.	2.54	Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	1,044							•

Business and industry providers rated 15 competency statements as low priority (see table 4.5), substantially more than any other subgroup of respondents. These fifteen statements consisted of two health, seven consumer economics, three community resources, and three computation items. Business and industry's low priorities included the three competency statements that were rated lowest by the aggregate group, "interpret data from graphs and compute averages," "use statistics and probability," and "use leisure time resources and facilities."

**Table 4.5 – Low Priority Skills: Business and Industry Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.42	Understand how to select and use medications	1,044				•			
2.	2.41	Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	1,041					•		
3.	2.39	Understand methods and procedures used to purchase goods and services	1,048					•		
4.	2.38	Understand procedures for the care, maintenance, and use of personal possessions	1,046					•		
5.	2.37	Interpret data from graphs and compute averages	1,044							•
6.	2.35	Use expressions, equations, or formulas	1,047							•
7.	2.30	Understand common medical and dental forms and related information	1,046				•			
8.	2.27	Use banking and financial services in the community	1,045					•		
9.	2.26	Use the services provided by the post office	1,044						•	
10.	2.24	Apply principles of comparison shopping in the selection of goods and services	1,047					•		
11.	2.18	Use community agencies and services	1,046						•	
12.	2.13	Understand consumer protection laws and resources	1,046					•		
13.	2.11	Understand methods and procedures to obtain housing and services and related maintenance	1,047					•		
14.	2.09	Use statistics and probability	1,044							•
15.	1.87	Use leisure time resources and facilities	1,045						•	

# Chapter Five

## LEARNER RESULTS

Learner surveys yielded 6,620 respondents, the majority of who were male (52.7 percent) and Hispanic (51.8 percent). The four most highly represented programs for learner respondents were ESL (N=2,103), ABE (N=1,692), GED/adult high school (N=1,598), and vocational-technical (N=955). The total number of learners in the other categories, including ROC-P and special education, was 272 (see table 5.1).

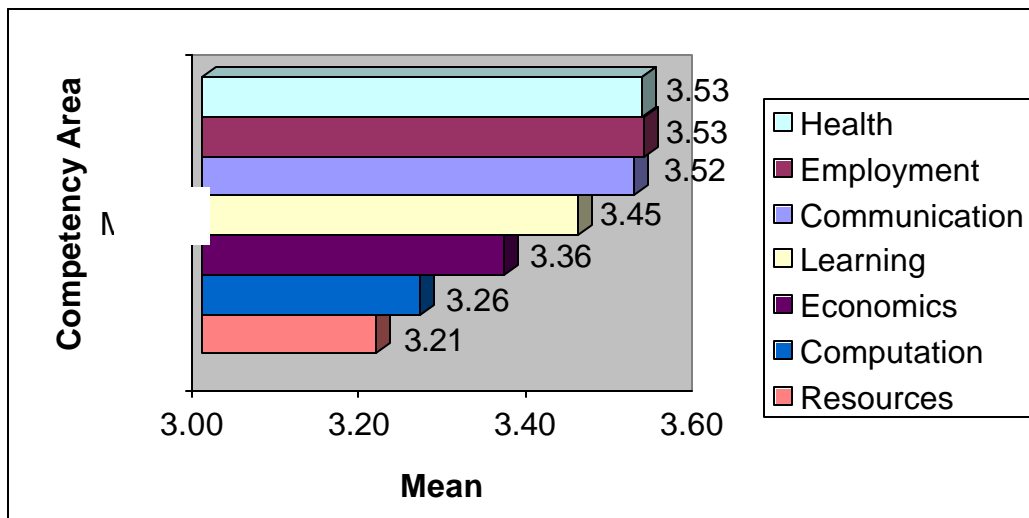
**Table 5.1 – Learner Respondents**

Program Categories	N	Percent
ABE	1,692	25.6
ESL	2,103	31.8
GED or HS	1,598	24.1
Vocational –Technical	955	14.4
ROC-P	38	0.6
Special Education	23	0.3
Other	211	3.2
Total	6,620	100

## COMPETENCY RATINGS

Learners mean ratings for the seven competency areas ranged from a low of 3.21 for community resources to a high of 3.53 for health and employment. See figure 5.1 below.

**Figure 5.1 – Learner Mean Competency Area Ratings**



## **COMPETENCY PRIORITY LEVELS**

In general, learners' mean competency ratings are higher than those of other groups. This is reflected in the fact that learners categorized all 46 competency statements as top or high priorities (more than any other group).

Learners rated 32 competency statements as top priorities, also a higher proportion than any other group (see table 5.2). These included all of the items from the basic communication, employment, learning to learn, and health competency areas, as well as the majority of the items from the consumer economics. Two community resources and one computation statement were also included in the learners' top priorities.

**Table 5.2 – Top Priority Skills: Learner Respondents**

	Mean	Competency Description	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.65	Understand basic tasks related to getting a job	6,529		•					
2.	3.63	Understand concepts related to job performance and training (for success on the job)	6,491		•					
3.	3.62	Communicate in interpersonal interactions	6,414	•						
4.	3.61	Understand work-related safety standards and procedures	6,494		•					
5.	3.59	Understand basic health and safety procedures	6,473				•			
6.	3.58	Understand wages, benefits, and concepts of employee organizations	6,505		•					
7.	3.58	Understand how to select and use medications	6,486				•			
8.	3.57	Communicate effectively in the workplace (written and oral communication)	6,488		•					
9.	3.53	Identify common ailments and seek appropriate medical assistance	6,486				•			
10.	3.52	Demonstrate ability to use thinking skills	6,490			•				
11.	3.52	Understand basic principles of health maintenance	6,464				•			
12.	3.50	Practice effective organizational and time management skills	6,484			•				
13.	3.49	Demonstrate ability to use problem solving skills	6,457			•				
14.	3.48	Demonstrate effectiveness in working with other people	6,488		•					
15.	3.48	Apply principles of budgeting in the management of money	6,454					•		
16.	3.47	Effectively utilize common workplace technology and systems	6,487		•					
17.	3.43	Compute using whole numbers	6,455							•
18.	3.42	Demonstrate study skills	6,453			•				
19.	3.42	Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations	6,385					•		
20.	3.41	Communicate regarding personal information	6,292	•						
21.	3.41	Understand common medical and dental forms and other related information	6,486				•			
22.	3.40	Understand consumer protection laws and resources	6,451					•		
23.	3.38	Understand how social, organizational, and technological systems work, and operate effectively within them	6,414		•					
24.	3.38	Use weights, measures, measurement scales, and money	6,464					•		
25.	3.36	Understand how to locate and use different types of transportation and interpret information	6,481						•	
26.	3.34	Understand procedures for the care, maintenance, and use of personal possessions	6,449					•		
27.	3.33	Effectively manage workplace resources	6,459		•					
28.	3.33	Understand methods and procedures to obtain housing and services and related maintenance	6,453					•		
29.	3.31	Understand aspects of and approaches to effective personal management	6,395			•				
30.	3.31	Use banking and financial services in the community	6,426					•		

31.	3.31	Use the telephone and telephone book	6,486							•	
32.	3.29	Understand methods and procedures to purchase goods and services	6,453						•		

Learners rated 14 of the 46 competency statements as high priorities, including one consumer economics, six community resources, and eight computation competency statements (see table 5.3). Learner high priorities included the majority of the community resources and computation statements.

**Table 5.3 – High Priority Skills: Learner Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.31	Compute using decimal fractions	6,439							•
2.	3.31	Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	6,351							•
3.	3.30	Compute with percents, rate, ratio, and proportion	6,427							•
4.	3.29	Compute using fractions	6,426							•
5.	3.27	Understand aspects of society and culture	6,422						•	
6.	3.26	Apply principles of comparison shopping in the selection of goods and services	6,471					•		
7.	3.22	Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	6,416							•
8.	3.21	Interpret data from graphs and compute averages	6,409							•
9.	3.18	Use the services provided by the post office	6,471						•	
10.	3.17	Use community agencies and services	6,465						•	
11.	3.16	Understand concepts of time and weather	6,461						•	
12.	3.16	Use expressions, equations, or formulas	6,415							•
13.	3.10	Use statistics and probability	6,402							•
14.	3.00	Use leisure time resources and facilities	6,421						•	

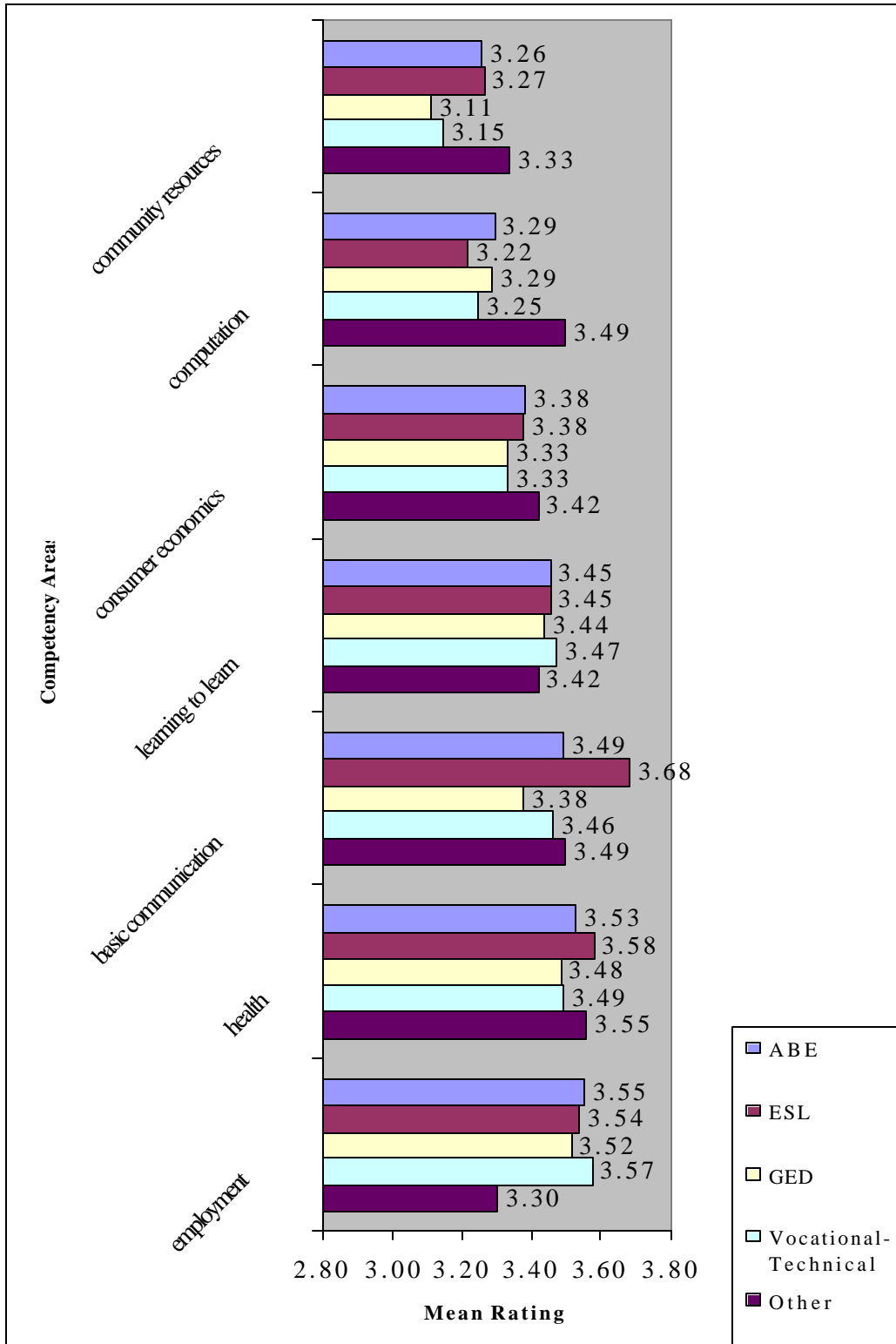
Learners did not rate any competency statements as low or mid priority skills.

## SUBGROUP COMPARISONS

The large number of learner respondents (6,620) made it possible to examine rating differences among learner subgroups, particularly the four largest: ESL learners (N=2,103), ABE learners (N=1,692), GED/adult high school learners (N=1,598), and vocational-technical learners (N=955).

Figure 5.2 shows the mean competency area ratings for each of the student subgroups. While the range of mean competency area scores for all learner respondents combined is 3.21 (for community resources) to 3.53 (for both the employment and health competency areas), the range for the three subgroups is larger. The lowest score, 3.11, was produced by GED/ high school learners' for computation. The highest, 3.68, was produced by ESL learners' for basic communication. In fact, ESL learners provided not only the highest rating, but also the second highest rating (3.58 for health). ESL students also had the greatest range in mean scores, from 3.68 on basic communication to 3.22 on computation.

**Figure 5.2 – Comparison of Mean Competency Area Ratings: Learner Respondent Subgroups**



The mean competency area ratings for each of the learner subgroups are listed in table 5.4. The competency areas are displayed with the mean ratings of the total group of learners first, followed by the corresponding competency area mean ratings of each of the learner subgroups.

**Table 5.4 – Competency Area Mean Ratings by Learner Subgroups**

Competency Area	All Learners			ESL Learners			ABE Learners			GED/HS Learners			Voc-Tech Learners			Other Learners		
	N	Mean	Rank	N	Mean	Rank	N	Mean	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank
Basic Communication	6,226	3.52	3	1,936	3.68	1	1,601	3.49	3	3.38	1,509	4	3.46	916	4	3.49	264	2
Employment	6,222	3.53	1	1,915	3.54	3	1,591	3.55	1	3.52	1,530	1	3.57	926	1	3.30	260	6
Learning to Learn	6,288	3.45	4	1,936	3.45	4	1,628	3.45	4	3.44	1,534	3	3.47	925	3	3.42	265	4
Health	6,380	3.53	1	1,973	3.58	2	1,650	3.53	2	3.48	1,556	2	3.49	933	2	3.55	268	1
Consumer Economics	6,194	3.36	5	1,904	3.38	5	1,602	3.38	5	3.33	1,521	5	3.33	913	5	3.42	254	4
Community Resources	6,297	3.21	7	1,938	3.27	6	1,623	3.26	7	3.11	1,545	7	3.15	930	7	3.33	261	5
Computation	6,202	3.26	6	1,888	3.22	7	1,603	3.29	6	3.29	1,527	6	3.25	925	6	3.26	259	7

Note: Ranks are based on the order of the size of the means for each subgroup.



## Chapter Six

### INSTRUCTIONAL SERVICE PROVIDER RESULTS

Instructional service provider results are formulated from the 1,142 respondents, the greatest proportion of which were ESL instructors (18.1 percent) ABE instructors (16.5 percent), school district adult education administrators (14.1 percent), and GED/adult high school instructors (11.7 percent) (see table 6.1).

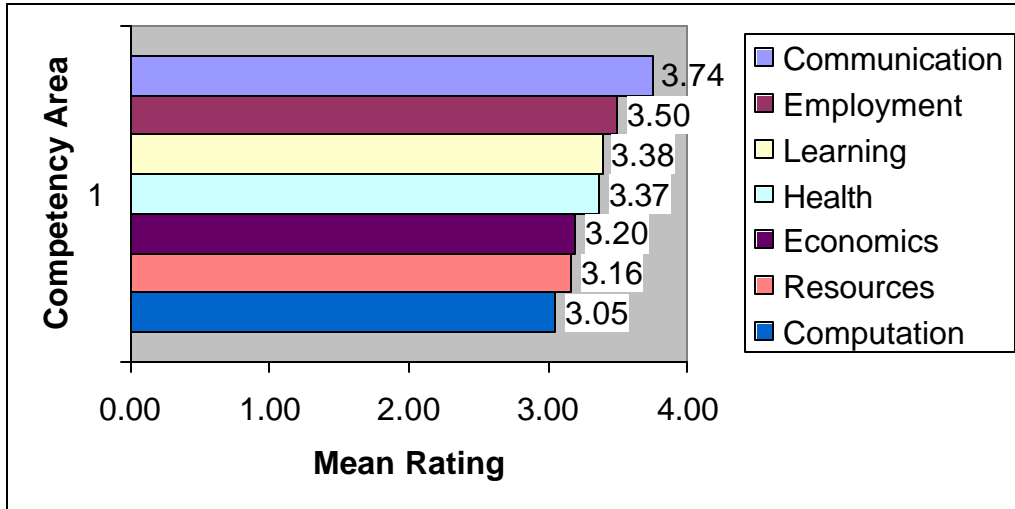
**Table 6.1 – Instructional Service Provider Respondents**

	Survey Categories	N	Percent
<b>Instructors</b>	ABE	188	16.5
	ESL	207	18.1
	GED or HS	134	11.7
	Vocational-Technical	114	10.0
	ROC-P	4	0.4
	Special Education	25	2.2
	Other	114	10.0
<b>Administrators</b>	School District Adult Education	161	14.1
	School District Other	16	1.4
	Community College	10	0.9
	Library Literacy Program	55	4.8
	Correctional Facility	21	1.8
	Dept. of Developmental Services	6	0.5
	CA Conservation Corps	44	3.9
	Community Based Organization	13	1.1
	County Office of Education	2	0.2
	Other	28	2.5
	<b>Total</b>	1,142	100

## COMPETENCY RATINGS

Average competency area ratings for instructional service providers ranged from a low of 3.05 for computation to a high of 3.74 for basic communication (see figure 6.1).

**Figure 6.1 – Instructional Service Provider Mean Competency Area Ratings**



It is important to note that all competency areas were considered "important" or "very important" as indicated by mean scores exceeding 3.0. When comparing to the mean scores produced by the learner group, we see that the means of some competency areas are quite different. Learners assign much higher mean scores in the competency areas of health, consumer economics and computation, while instructional service providers assign much higher values in the area of basic communication. See table 6.2.

**Table 6.2 – Comparison of Competency Area Ratings: Instructional Service Provider and Learner Respondents**

Competency Area	Learners		Instructional Service Providers	
	Mean	Rank	Mean	Rank
Basic Communication	3.52	3	3.74	1
Employment	3.53	1	3.50	2
Learning to Learn	3.45	4	3.38	3
Health	3.53	1	3.37	4
Consumer Economics	3.36	5	3.20	5
Community Resources	3.21	7	3.16	6
Computation	3.26	6	3.05	7

Comparisons can also be made between the mean scores of business and industry and instructional service providers. As table 6.3 shows, instructional service providers consistently rated competency areas higher than business and industry provider respondents did.

**Table 6.3 – Comparison of Competency Area Mean Scores: Instructional Service Provider and Business and Industry Provider Respondents**

Competency Area	Business and Industry Providers		Instructional Service Providers	
	Mean	Rank	Mean	Rank
Basic Communication	3.56	1	3.74	1
Employment	3.25	2	3.50	2
Learning to Learn	3.05	3	3.38	3
Health	2.67	5	3.37	4
Consumer Economics	2.36	7	3.20	5
Community Resources	2.46	6	3.16	6
Computation	2.68	4	3.05	7

## **COMPETENCY PRIORITY LEVELS**

Instructional service providers classified 42 competency statements as top or high priority skills, almost as many as did learners. The groups top and high priority skills include all of the basic communication, employment, learning to learn, health, and consumer economics statements, as well as the majority of community resources and computation statements.

Instructional service providers identified 22 competency statements as top priority skills more than were identified by any other group except learners. These top priority statements included two basic communication, seven employment, three learning to learn, four health, two consumer economics, two community resources, and two computation statements. Instructional service providers' top priorities include competency statements from all of the competency areas.

This group's top priorities are very similar to those of the other groups. They include all 16 identified by the aggregate, all nine identified by business and industry providers, 21 identified by the learners, and all 13 by the state agencies and public service providers group. In fact, there was only one top priority statement that was not selected by any other respondent group: "compute decimal fractions" (see table 6.4).

**Table 6.4 – Top Priority Skills: Instructional Service Provider Respondents**

	Mean	Competency Description	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.82	Communicate in interpersonal interactions	1,129	•						
2.	3.72	Communicate effectively in the workplace (written and oral communication)	1,133		•					
3.	3.69	Understand basic tasks related to getting a job	1,139		•					
4.	3.67	Understand concepts related to job performance and training (for success on the job)	1,132		•					
5.	3.66	Communicate regarding personal information	1,124	•						
6.	3.65	Compute using whole numbers	1,124							•
7.	3.64	Demonstrate effectiveness in working with other people	1,129		•					
8.	3.62	Understand work-related safety standards and procedures	1,136		•					
9.	3.54	Understand basic health and safety procedures	1,121				•			
10.	3.53	Demonstrate ability to use thinking skills	1,127			•				
11.	3.52	Demonstrate ability to use problem solving skills	1,123			•				
12.	3.51	Use the telephone and telephone book	1,124						•	
13.	3.49	Practice effective organizational and time management skills	1,128			•				
14.	3.41	Understand how to select and use medications	1,120				•			
15.	3.39	Understand wages, benefits, and concepts of employee organizations	1,133		•					
16.	3.39	Effectively utilize common workplace technology and systems	1,132		•					
17.	3.39	Understand basic principles of health maintenance	1,116				•			
18.	3.38	Apply principles of budgeting in the management of money	1,120					•		
19.	3.36	Identify common ailments and seek appropriate medical assistance	1,123				•			
20.	3.36	Compute decimal fractions	1,121							•
21.	3.35	Use weights, measures, measurement scales, and money	1,125					•		
22.	3.35	Understand how to locate and use different types of transportation and interpret information	1,123						•	

Instructional service providers identified 20 high priority skills, including two employment, two learning to learn, one health, seven consumer economics, four community resources, and four computation competency statements (see table 6.5). These skills include statements from all of the competency areas except basic communication (whose statements were all top priorities), including the majority of the consumer economics statements.

**Table 6.5 – High Priority Skills: Instructional Service Provider Respondents**

Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.25 Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	1,122			•				
2.	3.25 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	1,108					•		
3.	3.23 Understand concepts of time and weather	1,122						•	
4.	3.23 Understand methods and procedures to obtain housing and services and related maintenance	1,120					•		
5.	3.22 Compute using fractions	1,122							•
6.	3.19 Use banking and financial services in the community	1,113					•		
7.	3.15 Compute with percents, rate, ratio, and proportion	1,118							•
8.	3.15 Effectively manage workplace resources (e.g. financial, informational and human resources)	1,128		•					
9.	3.15 Understand methods and procedures used to purchase goods and services	1,119					•		
10.	3.13 Understand aspects of and approaches to effective personal management (e.g. stress management)	1,116			•				
11.	3.13 Understand how social, organizational, and technological systems work, and operate effectively within them.	1,122		•					
12.	3.12 Understand aspects of society and culture	1,112						•	
13.	3.11 Apply principles of comparison shopping in the selection of goods and services	1,120					•		
14.	3.11 Understand common medical and dental forms and related information	1,124				•			
15.	3.10 Use community agencies and services	1,123						•	
16.	3.08 Understand procedures for the care, maintenance, and use of personal possessions	1,114					•		
17.	3.07 Use the services provided by the post office	1,123						•	
18.	3.04 Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	1,110							•
19.	3.00 Understand consumer protection laws and resources	1,115					•		
20.	2.97 Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	1,117							•

Instructional service providers rated three competency statements as mid-level priorities instructional service providers' mid priority skills include one community resources and two computation competency statements (see table 6.6).

**Table 6.6 – Mid Priority Skills – Instructional Service Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.86	Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	1,117							•
2.	2.73	Use leisure time resources and facilities	1,122						•	
3.	2.72	Use expressions, equations, or formulas	1,118							•

Instructional service providers rated only one competency statement as a low priority skill (see table 6.7). Business and industry providers, state agencies, and public service providers also placed the statement "use statistics and probability" in the low priority skills category.

**Table 6.7 – Low Priority Skills – Instructional Service Provider Respondents**

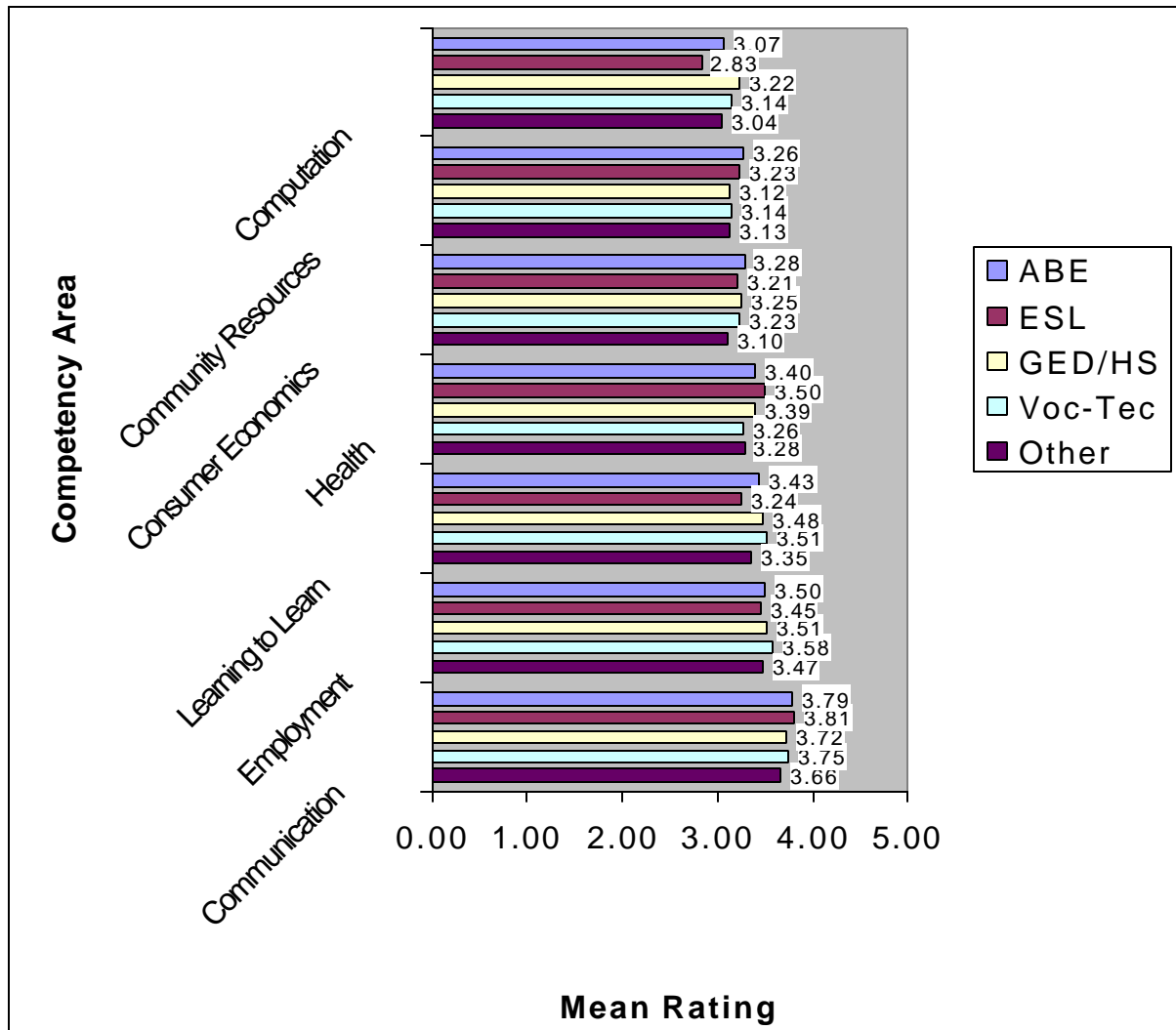
	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.43	Use statistics and probability	1,120							•

## SUBGROUP COMPARISONS

It is possible to examine rating differences among the four largest instructor subgroups: ABE, ESL, GED/adult high school, vocational-technical, and "other" instructors. Figure 6.2 shows the mean competency area ratings for each of the instructor subgroups. While the range of mean competency area scores for all instructional service provider respondents is 3.05 (computation) to 3.74 (basic communication), the range for the four subgroups is greater. The lowest score recorded by any of the groups was 2.83 (ESL instructors' rating for computation), while the highest score recorded by a subgroup was 3.81 (ESL instructors' rating for basic

communication). ESL instructors rated basic communication the highest score of any instructor subgroup. However, while they did rate computation the lowest of all the competency areas, the lowest score overall was assigned by GED/adult high school learners (3.11 also for computation).

**Figure 6.2 – Comparison of Mean Competency Area Ratings: Instructional Service Provider Respondent Subgroups**



Note: Significantly different means for ABE and ESL instructors in learning to learn and computation ( $p < .05$ ).  
 Significantly different means for ESL and GED/ adult high school instructors in learning to learn and computation ( $p < .05$ ).  
 Significantly different means for ESL and vocational-technical instructors in learning to learn, health, and computation ( $p < .05$ ).  
 Significantly different means for ESL and other students in basic communication and health ( $p < .05$ ).

The greatest differences in competency area ratings among the instructor subgroups were for computation and learning to learn. The computation competency area received a low mean rating of 2.83 from ESL instructors and a high mean rating of 3.22 from GED/ adult high school instructors (the ESL instructors' rating for computation is significantly different from the ABE, GED/HS and vocational-technical instructors' mean ratings). The learning to learn competency area received a low mean rating of 3.24 from ESL instructors and a high mean rating of 3.51 from vocational-technical instructors (again, the ESL instructors' rating for learning to learn is significantly different from the ABE, GED/HS and vocational-technical instructors' mean ratings. See figure 6.2.

The ESL instructors' mean rating on basic communication was significantly higher than the "other" instructor groups. ESL mean rating for health was also significantly higher than the "other" instructor groups, in addition to the vocational-technical instructors.

**Table 6.8 – Competency Area Ratings by Instructor Subgroups**

	ABE			ESL			GED/HS			Voc-Tec			Other		
	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank
Communication	3.79	185	1	3.81	203	1	3.72	127	1	3.75	111	1	3.66	140	1
Employment	3.50	183	2	3.45	198	3	3.51	129	2	3.58	111	2	3.47	139	2
Learning to Learn	3.43	182	3	3.24	198	4	3.48	131	3	3.51	111	3	3.35	142	3
Health	3.40	181	4	3.50	199	2	3.39	130	4	3.26	109	4	3.28	140	4
Consumer Economics	3.28	180	5	3.21	198	6	3.25	130	5	3.23	109	5	3.10	135	6
Community Resources	3.26	184	6	3.23	195	5	3.12	131	7	3.14	110	7	3.13	141	5
Computation	3.07	180	7	2.83	195	7	3.22	130	6	3.14	108	7	3.04	138	7

Note: Ranks are based on the size of the means for each subgroup.

Comparing the mean scores of ESL instructors to those of ESL learners, the ranks were the same except in the case of consumer economics and community resources where they were reversed by one ranking. The mean rating results were mixed, although the ratings were generally higher among learners (see table 6.9).

**Table 6.9 – Comparison of Competency Area Ratings: ESL Instructors and ESL Learners**

	ESL Instructors			ESL Learners		
	Mean	N	Rank	N	Mean	Rank
Communication	3.81	203	1	1,936	3.68	1
Employment	3.45	198	3	1,915	3.54	3
Learning to Learn	3.24	198	4	1,936	3.45	4
Health	3.50	199	2	1,973	3.58	2
Consumer Economics	3.21	198	6	1,904	3.38	5
Community Resources	3.23	195	5	1,938	3.27	6
Computation	2.83	195	7	1,888	3.22	7

A comparison of mean ratings between ABE instructors and ABE learners showed that learners rated all categories except communication and community resources higher than instructors (see Table 6.10). For all competency areas except community resources, the differences between learners and instructors were significant. It is interesting to note that instructors' mean score for the competency area of communication was significantly higher than was learners.

**Table 6.10 – Comparison of Competency Area Ratings: ABE Instructors and ABE Learners**

	ABE Instructors			ABE Learners		
	Mean	N	Rank	N	Mean	Rank
Communication	3.79	185	1	1,601	3.49	3
Employment	3.50	183	2	1,591	3.55	1
Learning to Learn	3.43	182	3	1,628	3.45	4
Health	3.40	181	4	1,650	3.53	2
Consumer Economics	3.28	180	5	1,602	3.38	5
Community Resources	3.26	184	6	1,623	3.26	7
Computation	3.07	180	7	1,603	3.29	6

The mean scores for GED/adult high school instructors and learners are shown in table 6.11 below. In comparing instructors' mean scores to their respective students in these programs, it is interesting to note that they differ significantly only in the area of basic communication competency.

**Table 6.11 – Comparison of Competency Area Ratings: GED/HS Instructors and GED/HS Learners**

	GED/HS Instructors			GED/HS Learners		
	Mean	N	Rank	Mean	N	Rank
Communication	3.72	127	1	3.38	1,509	4
Employment	3.51	129	2	3.52	1,530	1
Learning to Learn	3.48	131	3	3.44	1,534	3
Health	3.39	130	4	3.48	1,556	2
Consumer Economics	3.25	130	5	3.33	1,521	5
Community Resources	3.12	131	7	3.11	1,545	7
Computation	3.22	130	6	3.29	1,527	6

Table 6.12 shows the comparison of mean ratings between vocational-technical learners and their instructors. While the mean scores for each competency area are similar between the two groups, instructors differ significantly from learners on basic communication and health. It is interesting to note that vocational-technical instructors rated communication significantly higher than did learners, while vocational-technical students rated health significantly higher than instructors.

**Table 6.12 – Comparison of Competency Area Ratings: Vocational-Technical Instructors and Vocational-Technical Learners**

	Vocational-Technical Instructors			Vocational-Technical Learners		
	Mean	N	Rank	Mean	N	Rank
Communication*	3.75	111	1	3.46	916	4
Employment	3.58	111	2	3.57	926	1
Learning to Learn	3.51	111	3	3.47	925	3
Health*	3.26	109	4	3.49	933	2
Consumer Economics	3.23	109	5	3.33	913	5
Community Resources	3.14	110	7	3.15	930	7
Computation	3.14	108	7	3.25	925	6

Table 6.13 illustrates the comparison of mean scores between the "other" students and instructors. This category includes all students in ROC-P, special education, and *other* educational programs. When examining the mean scores between these two groups, significant differences were found in the competency areas of basic communication, health, consumer economics, community resources, and computation. While instructors rated communication higher than learners, the opposite was true of the health, consumer economics, community resources, and computation areas.

**Table 6.13 – Comparison of Competency Area Ratings: Other Instructors and Other Learners**

	Other Instructors			Other Learners		
	Mean	N	Rank	Mean	N	Rank
Communication	3.66	140	1	3.49	264	2
Employment	3.47	139	2	3.30	260	6
Learning to Learn	3.35	142	3	3.42	265	4
Health	3.28	140	4	3.55	268	1
Consumer Economics	3.10	135	6	3.42	254	4
Community Resources	3.13	141	5	3.33	261	5
Computation	3.04	138	7	3.26	259	7

When comparing business and industry providers to instructional subgroups, an interesting pattern emerges. In every competency area, all subgroups of instructors' mean scores were higher than those of business and industry providers (see table 6.14).

**Table 6.14 – Comparison of Competency Area Ratings: Business and Industry Providers and Instructor Subgroups**

	Business & Industry Providers			ABE			ESL			GED/HS			Voc-Tec			Other		
	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank	Mean	N	Rank
Communication	3.56	1,041	1	3.79	185	1	3.81	203	1	3.72	127	1	3.75	111	1	3.66	140	1
Employment	3.25	1,041	2	3.50	183	2	3.45	198	3	3.51	129	2	3.58	111	2	3.47	139	2
Learning to Learn	3.05	1,040	3	3.43	182	3	3.24	198	4	3.48	131	3	3.51	111	3	3.35	142	3
Health	2.67	1,040	5	3.40	181	4	3.50	199	2	3.39	130	4	3.26	109	4	3.28	140	4
Consumer Economics	2.36	1,038	7	3.28	180	5	3.21	198	6	3.25	130	5	3.23	109	5	3.10	135	6
Community Resources	2.46	1,029	6	3.26	184	6	3.23	195	5	3.12	131	7	3.14	110	7	3.13	141	5
Computation	2.68	1,033	4	3.07	180	7	2.83	195	7	3.22	130	6	3.14	108	7	3.04	138	7



# Chapter Seven

## STATE AGENCY AND PUBLIC SERVICE PROVIDER RESULTS

State agency and public service provider results were based on 1,332 respondents. The dominant number of respondents in this group were those from the department of social services or county welfare office (66.1 percent). This group was followed by those affiliated with the department of rehabilitation services (24.9 percent) and the JTPA or private industry council (8.9 percent). See table 7.1 for a breakdown of these respondents.

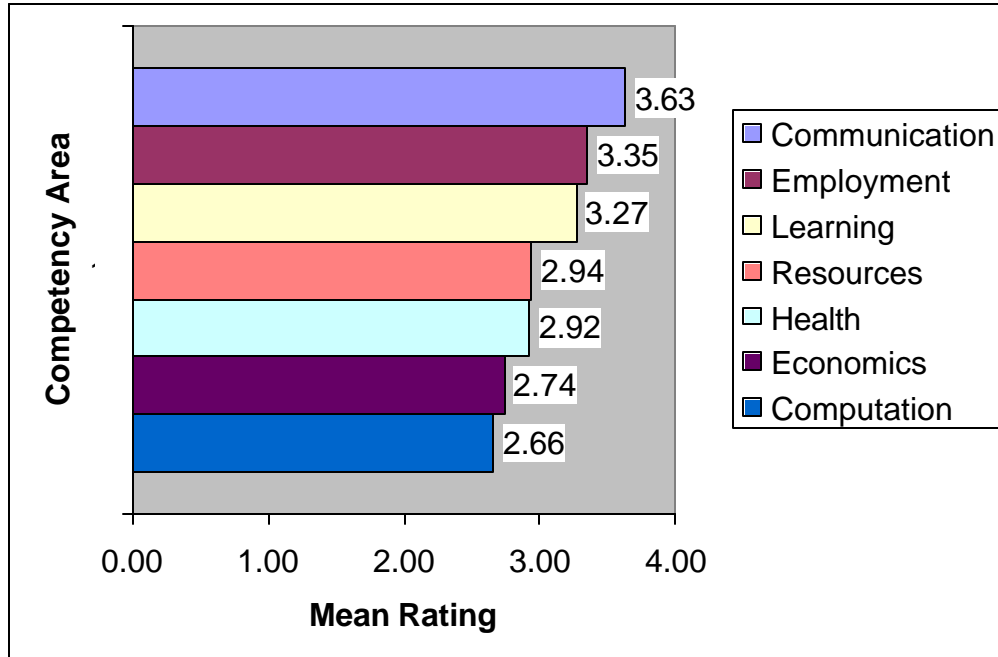
**Table 7.1 – State Agency and Public Service Provider Respondents**

<b>Survey Categories</b>	<b>N</b>	<b>Percent</b>
Dept. of Social Services or County Welfare Office	881	66.1
Dept. of Rehabilitation Services	332	24.9
JTPA or Private Industry Council	119	8.9
Total	1,332	100

## COMPETENCY RATINGS

State agency and public service providers' mean competency area ratings ranged from a low of 2.66 for computation to a high of 3.63 for basic communication (see figure 7.1).

Figure 7.1 – State Agency and Public Service Provider Mean Competency Area Ratings



As table 7.2 illustrates, there is a large discrepancy between the mean scores of business and industry providers and state agencies and public service providers, especially in the competency area of community resources.

**Table 7.2 – Comparison of Competency Area Ratings: State Agency and Public Service Provider and Business and Industry Provider Respondents**

Competency Area	Business and Industry Providers			State Agencies and Public Service Providers		
	N	Mean	Rank	N	Mean	Rank
Basic Communication	1,041	3.56	1	1,312	3.63	1
Employment	1,041	3.25	2	1,294	3.35	2
Learning to Learn	1,040	3.05	3	1,298	3.27	3
Health	1,040	2.67	5	1,294	2.92	5
Consumer Economics	1,038	2.36	7	1,290	2.74	6
Community Resources	1,029	2.46	6	1,291	2.94	4
Computation	1,033	2.68	4	1,297	2.66	7

State agencies and public service providers rated 26 competency statements as top or high priorities, including all the items from the basic communication, employment, and learning to learn scales, and the majority of items from the health and community resources scales (see table 7.3).

State agencies and public service providers placed 13 competency statements in the top priority skill level: two basic communication, five employment, three learning to learn, two community resources and one computation competency statement. The state agencies and public service providers group categorized no items from the health or consumer economics competency areas as top priorities.

Of the 13 competency statements named top priority by state agencies and public service providers, all but two were also classified as top priorities by the aggregate. The two competency statements the aggregate did not name as top priorities came from the community resources competency area ("use the telephone and telephone book" and "understand how to locate and use different types of transportation and interpret information").

When top priorities of state agencies and public service providers are compared to business and industry providers, a high degree of overlap is found. Of the nine statements listed as top priorities by business and industry providers, eight were also chosen by state agencies and public service providers as top priorities. Interestingly, the competency statement "understand work-related safety standards and procedures" was not listed as a top priority by state agencies

and public service providers. This was the only subgroup of respondents who did not categorize this competency statement as a top priority (it was listed as a high priority for this group).

**Table 7.3 – Top Priority Skills: State Agency and Public Service Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.75	Communicate in interpersonal interactions	1,324	•						
2.	3.68	Understand basic tasks related to getting a job	1,319		•					
3.	3.65	Understand concepts related to job performance and training	1,318		•					
4.	3.65	Communicate effectively in the workplace	1,318		•					
5.	3.63	Demonstrate effectiveness in working with other people	1,323		•					
6.	3.51	Communicate regarding personal information	1,312	•						
7.	3.49	Practice effective organizational and time management skills in accomplishing goals	1,314			•				
8.	3.40	Compute using whole numbers	1,308							•
9.	3.39	Demonstrate ability to use thinking skills	1,312			•				
10.	3.35	Demonstrate ability to use problem solving skills	1,315			•				
11.	3.35	Use the telephone and telephone book	1,309						•	
12.	3.29	Effectively utilize common workplace technology and systems	1,318		•					
13.	3.29	Understand how to locate and use different types of transportation and interpret information	1,309						•	

State agencies and public service providers rated 13 competency statements as high priorities, including four employment, two learning to learn, three health, one consumer economics, two community resources, and one computation statement (see table 7.4). Skills in the high priority group included statements from all the competency areas with the exception of basic communication, because this group rated both basic communication statements as top priority.

**Table 7.4 – High Priority Skills: State Agency and Public Service Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	3.27	Understand work-related safety standards and procedures	1,320		•					
2.	3.16	Understand basic health and safety procedures	1,311				•			
3.	3.15	Apply principles of budgeting in the management of money	1,311					•		
4.	3.08	Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	1,302				•			
5.	3.07	Use community agencies and services	1,310						•	
6.	3.07	Understand aspects of and approaches to effective personal management (e.g. stress management)	1,307			•				
7.	3.03	Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	1,306			•				
8.	3.00	Understand wages, benefits, and concepts of employee organizations	1,320		•					
9.	2.99	Understand how social, organizational, and technological systems work, and operate effectively within them.	1,313		•					
10.	2.98	Compute using decimal fractions	1,311							•
11.	2.97	Identify common ailments and seek appropriate medical assistance	1,310				•			
12.	2.96	Understand concepts of time and weather	1,309						•	
13.	2.96	Effectively manage workplace resources (e.g. financial, informational and human resources)	1,317		•					

State agencies and public service providers categorized 16 competency statements as mid-level priorities, including two health, eight consumer economics (the majority for this category), three community resources, and three computation statements (see table 7.5).

**Table 7.5 – Mid Priority Skills: State Agency and Public Service Provider Respondents**

	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.95	Understand aspects of society and culture	1,301						•	
2.	2.86	Understand how to select and use medications	1,309				•			
3.	2.82	Understand methods and procedures to obtain housing and services and related maintenance	1,306					•		
4.	2.80	Compute using fractions	1,310							•
5.	2.79	Use weights, measures, measurement scales, and money	1,308					•		
6.	2.78	Compute with percents, rate, ratio, and proportion	1,309							•
7.	2.73	Use banking and financial services in the community	1,306					•		
8.	2.72	Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	1,303					•		
9.	2.72	Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	1,307							•
10.	2.65	Understand procedures for the care, maintenance, and use of personal possessions	1,310					•		
11.	2.64	Understand methods and procedures used to purchase goods and services	1,309					•		
12.	2.61	Apply principles of comparison shopping in the selection of goods and services	1,311					•		
13.	2.61	Use the services provided by the post office	1,309						•	
14.	2.54	Understand common medical and dental forms and related information	1,310				•			
15.	2.54	Understand consumer protection laws and resources	1,308					•		
16.	2.35	Use leisure time resources and facilities	1,305						•	

State agencies and public service providers rated four competency statements (all in the computation area) as low priorities (see table 7.6). This provider group was second only to business and industry providers in the number of competency statements classified at this level.

**Table 7.6 – Low Priority Skills: State Agency and Public Service Provider Respondents**

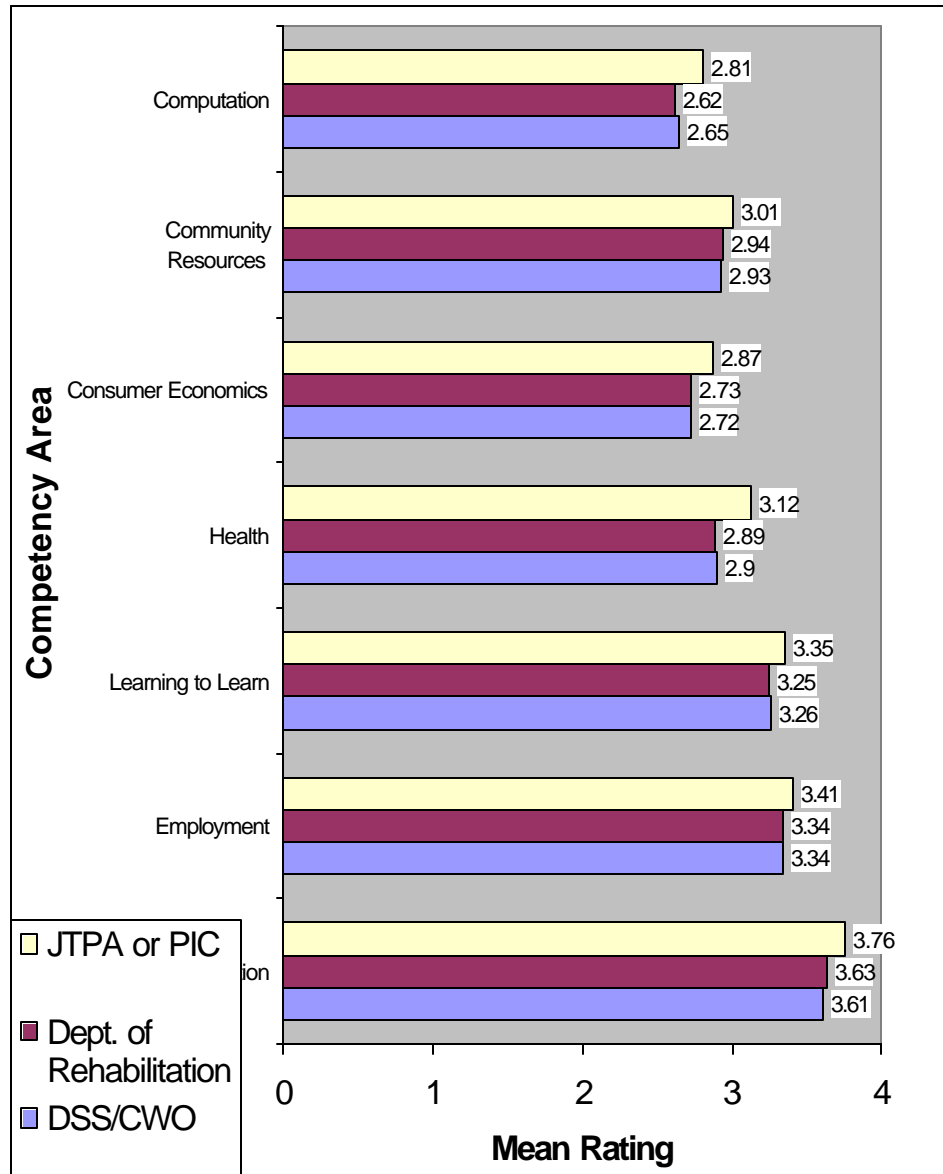
	Mean	Description of Competency	N	Basic Communication	Employment	Learning to Learn	Health	Consumer Economics	Community Resources	Computation
1.	2.41	Interpret data from graphs and compute averages	1,307							•
2.	2.35	Use weights, measures, measurement scales, and money	1,308							•
3.	2.31	Use expressions, equations, or formulas	1,309							•
4.	2.17	Use statistics and probability	1,307							•

## SUBGROUP COMPARISONS

It is possible to examine rating differences among state agency and public service provider subgroups. Figure 7.2 shows the mean competency area ratings for each of these subgroups: JTPA or PIC, department of rehabilitation, and department of social services and county welfare office. While the range of mean competency area scores for all state agency and public service provider respondents combined ranges from 2.66 (for computation) to 3.63 (for basic communication), the range for the three subgroups is greater. The lowest score recorded by any of the subgroups was 2.62 (department of rehabilitation's rating of computation), while the highest was 3.76 (JTPA/PIC's rating of basic communication).

There are no statistically significant differences in the education, learning to learn, consumer economics, or community resources competency areas between the three subgroups. However, JTPA/PIC respondents' ratings of basic communication, health, and computation were significantly higher than those of the department of social services or county welfare office or the department of rehabilitation (see figure 7.2, table 7.7).

**Figure 7.2 – Comparison of Mean Competency Area Ratings: State Agency and Public Service Provider Respondent Subgroups**



Note: The means produced by JTPA/PIC respondents were significantly different from those of the department of rehabilitation and the department of social services or county welfare office for the basic communication, health, and consumer economics competency areas ( $p < .05$ ).

**Table 7.7 – Competency Area Ratings by State Agency and Public Service Provider Subgroups**

Competency Area	State Agencies and Public Service Providers			DSS or CWO			Department of Rehabilitation			JTPA or PIC		
	N	Mean	Rank	N	Mean	Rank	N	Mean	Rank	N	Mean	Rank
Basic Communication	1,312	3.63	1	866	3.61	1	327	3.63	1	119	3.76	1
Employment	1,294	3.35	2	853	3.34	2	325	3.34	2	116	3.41	2
Learning to Learn	1,298	3.27	3	858	3.26	3	324	3.25	3	116	3.35	3
Health	1,294	2.92	5	860	2.90	5	318	2.89	5	116	3.12	4
Consumer Economics	1,290	2.74	6	851	2.72	6	323	2.73	6	116	2.87	6
Community Resources	1,291	2.94	4	855	2.93	4	322	2.94	4	114	3.01	5
Computation	1,297	2.66	7	858	2.65	7	323	2.62	7	116	2.81	7



# Chapter Eight

## SUMMARY AND CONCLUSIONS

Findings from the California Adult Basic Skills Survey provide illustration of the importance that key stakeholders place on various competencies and skill sets needed for entry level employment. While learners and instructional service providers expressed an overall sense of importance across all competency areas, state agency, public service and business and industry representatives had a more delineated hierarchy of skills they consider important for entry-level employment. The following summary outlines the highlights for the overall aggregate and each stakeholder group.

### Aggregate Findings

The aggregate results in this report were weighted such that each groups' representation was based on their proportional size to the overall group. The four subgroups that made up the aggregate are business and industry providers, learners, instructional service providers, and state agencies and public service providers. Some of the data highlights include:

- In the aggregate, basic communication received the highest mean score and community resources the lowest of the seven competency areas.
- All the individual basic communication, employment, learning to learn, health, and consumer economics competency statements were classified as top or high priorities by the aggregate.
- The aggregate considered the majority of the computation and community resources areas to be top or high priority.
- Overall, the nine SCANS-related competency statements were rated top or high priority.
- In general, learners and instructional service providers gave the SCANS skills their highest ratings, while business and industry providers gave SCANS skills their lowest ratings.

### Business and Industry Findings

There were 1,056 business and industry provider respondents. The business and industry provider group is largely made up of employers from the manufacturing and retail industries. Some of the data highlights include:

- Business and industry providers rated most competency statements substantially lower than did other respondents. They provided the two lowest ratings among competency areas and rated 15 competency statements (two health, seven consumer economics, three community resources, and three computation) as low priorities.
- Business and industry providers rated both of the basic communication items as top priorities, and rated the majority of employment and learning to learn items as top or high priorities.
- Business and industry providers rated the majority of computation and community resources items, as well as all of the consumer economics items, as mid or low priorities.

### Learner Findings

There were 6,620 learner respondents. The four largest programs for learner respondents were ESL, ABE, GED/adult high school credit, and vocational-technical learners. Some of the data highlights include:

- Learners were the only subgroup of respondents that rated the health competency area highest (health and employment tied with the highest mean ratings).
- In general, learners' competency ratings are higher than those of other respondent groups. Learners rated all 46 competency statements as top or high priorities.
- Learners rated all of the basic communication, employment, learning to learn, and health competency statements as top priorities, as well as the majority of consumer economics statements.
- Within the learner subgroup, ESL learners had the greatest variability in mean competency area scores, ranging from 3.68 for basic communication to 3.22 for Computation.

#### Instructional Service Provider Findings

Instructional service provider results are based on 1,142 respondents, the greatest proportion of which were ESL instructors, ABE instructors, school district adult education administrators, and GED/adult high school instructors. Some of the data highlights include:

- Average competency area ratings from instructional service providers ranged from a low of 3.05 for computation to a high of 3.74 for basic communication.
- Instructional service providers classified 42 competency statements as top or high priority skills.
- Instructional service providers identified 22 competency statements as top priority skills, more than were identified by any other group except learners.
- Instructional service providers' top priorities reflected the same 16 competency statements identified by the aggregate.

#### State Agency and Social Service Provider Findings

There were 1,332 respondents from state agency and public service providers. These individuals worked in agencies directly or indirectly associated with education and training, but may not have actually provided instruction to learners. Some of the data highlights include:

- State agency and public service providers' mean competency area ratings ranged from a low of 2.66 for computation to a high of 3.63 for basic communication.
- State agency and public service providers rated 13 competency statements in the top priority skill level: two basic communication, five employment, three learning to learn, two community resources and one computation competency.
- State agencies and public service providers rated 13 competency statements as high priorities, including four employment, two learning to learn, three health, one consumer economics, two community resources, and one computation statement.
- When examining subgroup differences, it was found that JTPA/PIC respondents' ratings of basic communication, health, and computation were significantly higher than those of the department of social services, county welfare office and the department of rehabilitation.

Why is a report of this nature important? Not unlike most issues facing society, the construct of “unemployment” does not operate in isolation but rather within a system of related constructs. Examples of variables inherently tied to the unemployment construct include, literacy level, job related skill sets, access to employment opportunities, access to educational resources and job training. These and many others interact to increase or decrease the probability of one acquiring employment. One of the purposes of this study was to identify specific competencies

(variables) perceived by key stakeholders in adult education as being directly related to entry-level employability. It is hoped that individuals representing each stakeholder group recognize the priorities, as they are identified herein, of their partners and use this information to maximize the likelihood of success among those they serve.



# Appendix A

## California Adult Basic Skills Survey

(If you have already completed this survey, please disregard this request.)

The California Department of Education's Adult Education Unit is conducting a survey to identify those skills and/or competencies that employers in California consider necessary for entry level personnel to succeed in the workplace. Your input will help educators better prepare adults coming into the workforce by identifying those skills you believe to be most important for employability and retention.

### DIRECTIONS FOR INDICATING ANSWERS:

1. Use No. 2 pencil.
2. Do NOT use ink or ball-point pen.
3. Make dark marks which completely fill the circle.  
 Correct     Incorrect
4. Clearly erase any changes.

### BACKGROUND INFORMATION

- |                                 |                                           |
|---------------------------------|-------------------------------------------|
| <input type="checkbox"/> Male   | <input type="checkbox"/> African American |
| <input type="checkbox"/> Female | <input type="checkbox"/> Alaska Native    |
|                                 | <input type="checkbox"/> American Indian  |
|                                 | <input type="checkbox"/> Asian            |
|                                 | <input type="checkbox"/> Filipino         |
|                                 | <input type="checkbox"/> Hispanic/Latino  |
|                                 | <input type="checkbox"/> White            |

### USING THE LIST BELOW, PLEASE SELECT ONE OCCUPATIONAL GROUP WHICH BEST DESCRIBES YOUR BUSINESS OR ORGANIZATION. PLEASE SELECT ONLY ONE.

- |                                                                                                  |                                                                                              |                                                            |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Agriculture, Forestry, and Fishing                                      | <input type="checkbox"/> Manufacturing, Installation, & Repair                               | <input type="checkbox"/> Construction                      |
| <input type="checkbox"/> Business and Administrative Services                                    | <input type="checkbox"/> Education and Training                                              | <input type="checkbox"/> Mining                            |
| <input type="checkbox"/> Retail Trade, Wholesale Trade and Personal Services                     | <input type="checkbox"/> Telecommunications, Computers, Arts & Entertainment and Information | <input type="checkbox"/> Scientific and Technical Services |
| <input type="checkbox"/> Restaurants, Lodging, Hospitality and Tourism, Amusement and Recreation | <input type="checkbox"/> Utilities and Environmental and Waste Management                    | <input type="checkbox"/> Finance and Insurance             |
| <input type="checkbox"/> Public Administration, Legal and Protective Services                    | <input type="checkbox"/> Health and Human Services                                           | <input type="checkbox"/> Transportation                    |

### INSTRUCTIONS FOR COMPETENCY SELECTION:

1. Read each competency statement below.
2. Decide how important each competency is to an adult's ability to succeed in the workplace.
3. Mark one response for each statement, using the scale below:

(1) Not Important     (2) Somewhat Important     (3) Important     (4) Very Important

### SCALE    COMPETENCY STATEMENTS

#### BASIC COMMUNICATION

- (1)  (2)  (3)  (4) Communicate in interpersonal interactions (e.g., use appropriate language, request clarification)
- (1)  (2)  (3)  (4) Communicate regarding personal information (e.g., name, address, education, occupation)
- (1)  (2)  (3)  (4) Other (specify) \_\_\_\_\_
- (1)  (2)  (3)  (4) Other (specify) \_\_\_\_\_

#### EMPLOYMENT

- (1)  (2)  (3)  (4) Understand basic tasks related to getting a job (e.g., developing resume, job search, interviews)
- (1)  (2)  (3)  (4) Understand wages, benefits, and concepts of employee organizations
- (1)  (2)  (3)  (4) Understand work-related safety standards and procedures
- (1)  (2)  (3)  (4) Understand concepts related to job performance and training (for success on the job)
- (1)  (2)  (3)  (4) Effectively utilize common workplace technology and systems (e.g., computer, fax, office equipment)
- (1)  (2)  (3)  (4) Communicate effectively in the workplace (written and oral communication)
- (1)  (2)  (3)  (4) Effectively manage workplace resources (e.g., financial, informational and human resources)
- (1)  (2)  (3)  (4) Demonstrate effectiveness in working with other people
- (1)  (2)  (3)  (4) Understand how social, organizational, and technological systems work, and operate effectively within them
- 1 2  (3)  (4) Other (specify) \_\_\_\_\_
- 1 2  (3)  (4) Other (specify) \_\_\_\_\_



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**LEARNING TO LEARN**

- 1 2 3 4 Practice effective organizational and time management skills in accomplishing goals
- 1 2 3 4 Demonstrate ability to use thinking skills (e.g., compare and contrast, analyze situations, generate ideas)
- 1 2 3 4 Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problems)
- 1 2 3 4 Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)
- 1 2 3 4 Understand aspects of and approaches to effective personal management (e.g., stress management)
- 1 2 3 4 Other (specify) \_\_\_\_\_
- 1 2 3 4 Other (specify) \_\_\_\_\_

**HEALTH**

- 1 2 3 4 Identify common ailments and seek appropriate medical assistance
- 1 2 3 4 Understand common medical and dental forms and related information
- 1 2 3 4 Understand how to select and use medications
- 1 2 3 4 Understand basic health and safety procedures
- 1 2 3 4 Understand basic principles of health maintenance (e.g., nutrition, physical fitness, dental hygiene)
- 1 2 3 4 Other (specify) \_\_\_\_\_
- 1 2 3 4 Other (specify) \_\_\_\_\_

**CONSUMER ECONOMICS**

- 1 2 3 4 Use weights, measures, measurement scales, and money
- 1 2 3 4 Apply principles of comparison shopping in the selection of goods and services
- 1 2 3 4 Understand methods and procedures used to purchase goods and services
- 1 2 3 4 Understand methods and procedures to obtain housing and services and related maintenance
- 1 2 3 4 Apply principles of budgeting in the management of money
- 1 2 3 4 Understand consumer protection laws and resources
- 1 2 3 4 Understand procedures for the care, maintenance, and use of personal possessions
- 1 2 3 4 Use banking and financial services in the community
- 1 2 3 4 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations
- 1 2 3 4 Other (specify) \_\_\_\_\_
- 1 2 3 4 Other (specify) \_\_\_\_\_

**COMMUNITY RESOURCES**

- 1 2 3 4 Use the telephone and telephone book
- 1 2 3 4 Understand how to locate and use different types of transportation and interpret information
- 1 2 3 4 Understand concepts of time and weather
- 1 2 3 4 Use the services provided by the post office
- 1 2 3 4 Use community agencies and services
- 1 2 3 4 Use leisure time resources and facilities
- 1 2 3 4 Understand aspects of society and culture
- 1 2 3 4 Other (specify) \_\_\_\_\_
- 1 2 3 4 Other (specify) \_\_\_\_\_

**COMPUTATION**

- 1 2 3 4 Compute using whole numbers
- 1 2 3 4 Compute using decimal fractions
- 1 2 3 4 Compute using fractions
- 1 2 3 4 Compute with percents, rate, ratio, and proportion
- 1 2 3 4 Use expressions, equations, or formulas
- 1 2 3 4 Demonstrate measurement skills (e.g., measure area, volume, linear dimensions)
- 1 2 3 4 Interpret data from graphs and compute averages
- 1 2 3 4 Use statistics and probability
- 1 2 3 4 Use estimation and mental arithmetic (e.g., use computational shortcuts, estimate calculations)
- 1 2 3 4 Other (specify) \_\_\_\_\_
- 1 2 3 4 Other (specify) \_\_\_\_\_

# Appendix B

## OVERVIEW OF CASAS

The Comprehensive Adult Student Assessment System (CASAS) is a non-profit organization that provides learner-centered curriculum management, assessment, and evaluation systems to education and training programs in the public and private sectors. The CASAS system is used extensively throughout the country in programs such as:

- Adult Basic Education
- English as a Second language
- Employment preparation
- Workplace literacy
- Job Training Partnership Act (JTPA)
- Welfare reform (JOBS)
- Corrections
- Family learning
- Special education
- Secondary level programs

CASAS is the most widely used system for assessing the basic skills of adults within a functional context. The organization was established more than a decade ago by a consortium of agencies to provide an education and assessment system relevant to the functional life skills needs of adults in our multicultural society. CASAS has been validated and approved by the U.S. Department of Education, National Diffusion Network, as an exemplary program in the area of adult literacy.

As part of the 1993 revalidation process by the U.S. Department of Education Program Effectiveness Panel, CASAS submitted data documenting its effectiveness for both learners and programs. The findings showed that learners enrolled in adult and alternative education programs that have implemented key elements of CASAS 1) demonstrate significant learning gains; 2) demonstrate increased hours of participation; and 3) achieve increased goal attainment.

This unique system includes more than 100 standardized assessment instruments. Assessment can also be customized to measure specific competencies. Instructors can use the system to place learners in programs, diagnose learners' instructional needs, monitor progress, and certify mastery of functional basic skills. A variety of assessment instruments measure functional reading, math, listening, speaking, and higher order thinking skills in everyday adult life and work contexts. Assessment has been validated with both native and non-native speakers of English.

Key components of the system are:

- The *CASAS Competency List*
- CASAS assessment instruments
- The CASAS Curriculum Materials Guide
- Training

- Implementation guides.

All assessment is linked to competencies and instructional materials that focus on learners' goals. Results from most CASAS tests are reported as scaled scores that relate to a range of skill levels from beginning literacy to high school completion. Identification of these levels is based on assessment data gathered over a period of 16 years from more than two million adult learners.

Professional development activities are an integral component of the CASAS system. Training and development workshops enable programs to maximize their use of CASAS. The CASAS National Summer Institute, held each year in June, provides an opportunity for adult education practitioners from throughout the country to attend interactive workshops, hands-on training sessions, and forum discussions.

CASAS certified trainers located throughout the country assist educational agencies, community-based organizations, and business and industry. Trainers help to identify and design appropriate training and select and utilize standardized performance-based and multiple-choice CASAS assessment.

CASAS' research and development priorities are established by a National Consortium, which represents employability and workplace programs, community colleges, adult education agencies, literacy programs, high schools, community-based organizations, and correctional institutions

# Appendix C

## CASAS COMPETENCIES

### COMMUNICATION

Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)  
Communicate regarding personal information (e.g., name, address, education, occupation)

### EMPLOYMENT

Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)  
Understand wages, benefits, and concepts of employee organizations  
Understand work-related safety standards and procedures  
Understand concepts related to job performance and training (for success on the job)  
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)  
Communicate effectively in the workplace (written and oral communication)  
Effectively manage workplace resources (e.g. financial, informational and human resources)  
Demonstrate effectiveness in working with other people  
Understand how social, organizational, and technological systems work, and operate effectively within them.

### LEARNING TO LEARN

Practice effective organizational and time management skills in accomplishing goals  
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)  
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)  
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)  
Understand aspects of and approaches to effective personal management (e.g. stress management)

### HEALTH

Identify common ailments and seek appropriate medical assistance  
Understand common medical and dental forms and related information  
Understand how to select and use medications  
Understand basic health and safety procedures  
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)

## **CASAS COMPETENCIES (cont.)**

### **CONSUMER ECONOMICS**

Use weights, measures, measurement scales, and money  
Apply principles of comparison shopping in the selection of goods and services  
Understand methods and procedures used to purchase goods and services  
Understand methods and procedures to obtain housing and services and related maintenance  
Apply principles of budgeting in the management of money  
Understand consumer protection laws and resources  
Understand procedures for the care, maintenance, and use of personal possessions  
Use banking and financial services in the community  
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.

### **COMMUNITY RESOURCES**

Use the telephone and telephone book.  
Understand how to locate and use different types of transportation and interpret information  
Understand concepts of time and weather  
Use the services provided by the post office  
Use community agencies and services  
Use leisure time resources and facilities  
Understand aspects of society and culture

### **COMPUTATION**

Compute using whole numbers  
Compute using decimal fractions  
Compute using fractions  
Compute with percents, rate, ratio, and proportion  
Use expressions, equations, or formulas  
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)  
Interpret data from graphs and compute averages  
Use statistics and probability  
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)

## CASAS/SCANS CORRELATION

The 1994 *CASAS Competency List* has been shown to correlate to the competencies that appear in *Skills and Tasks for Jobs: A SCANS Report for America 2000* by the Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor, 1992). Table C.2 shows the CASAS Survey competency statements (which correspond to competency areas on the *CASAS Competency List*) that relate most closely to the SCANS competencies.

**Table C.2 – Correlation of CASAS Competencies to SCANS Competencies**

CASAS Competency Statement		SCANS Competency	
4.5	Effectively utilize common workplace technology and systems (computer, fax, office equipment)	C8 C18 C19 C20	Uses computers to process information Selects technology Applies technology to task Maintains and troubleshoots technology
4.6	Communicate effectively in the workplace (i.e., written and oral communication skills)	C7	Interprets and communicates information
4.7	Effectively manage workplace resources (financial, informational, and human resources)	C2 C3 C4 C5 C6	Allocates money Allocates material and facility resources Allocates human resources Acquires and evaluates information Organizes and maintains information
4.8	Demonstrate effectiveness in working with other people	C9 C10 C11 C12 C13 C14 F15	Participates as a member of a team Teaches others Serves clients/customers Exercises leadership Negotiates to arrive at a decision Works with cultural diversity Personal quality: Social
4.9	Understand how social, organizational, and technological systems work, and operate effectively within them	C15 C16 C17	Understands systems Monitors and corrects performance Improves and designs systems
5.1	Identify or practice effective organizational and time management skills in accomplishing goals	C1 F13 F16	Allocates time Personal quality: Responsibility Personal quality: Self-management
5.2	Demonstrate ability to use thinking skills	F7 F8	Creative thinking Decision making
5.3	Demonstrate ability to use problem solving skills	F9	Problem solving
5.4	Demonstrate study skills	F10	Seeing things in the mind's eye
Inherent throughout CASAS competencies		F1 F2 F3 F5 F6	Basic skills: Reading Basic skills: Writing Basic skills: Arithmetic Basic skills: Listening Basic skills: Speaking

Table C.3 presents the SCANS competencies, organized as they are in the SCANS report, and indicates the correlation of discrete CASAS competency statements to the SCANS competencies. A complete list of SCANS competencies is provided in the next section of this appendix.

**Table C.3 – Correlation of SCANS Competencies to Discrete CASAS Competency Statements**

SCANS Competency	SCANS Competency Area	SCANS Competency	CASAS Competency Statement
C1 C2 C3 C4	Resources	Allocates time Allocates money Allocates material and facility resources Allocates human resources	
C5 C6 C7 C8	Information	Acquires and evaluates information Organizes and maintains information Interprets and communicates information Uses computers to process information	
C9 C10 C11 C12 C13 C14	Interpersonal	Participates as a member of a team Teaches others Serves clients/customers Exercises leadership Negotiates to arrive at a decision Works with cultural diversity	
C15 C16 C17	Systems	Understands systems Monitors and corrects performance Improves and designs systems	
C18 C19 C20	Technology	Selects technology Applies technology to task Maintains and troubleshoots technology	
F1 F2 F3 F5 F6	Basic Skills	Basic skills: Reading Basic skills: Writing Basic skills: Arithmetic Basic skills: Listening Basic skills: Speaking	These skills are inherent throughout CASAS competencies
F7 F8 F9 F10	Thinking Skills	Creative thinking Decision making Problem solving Seeing things in the mind's eye	
F13 F15 F16	Personal Qualities	Responsibility Social Self-management	

## SCANS COMPETENCIES

The SCANS competencies on the following pages are taken from table 2-1 in *Skills and Tasks for Jobs: A SCANS Report for America 2000* by the Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor, 1992).

Competencies  
Resources

- C1 **Allocates Time** - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.
- C2 **Allocates Money** - Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments. Competent performance in managing money includes accurately preparing and using a budget according to a consistent and orderly accounting method; accurately calculating future budgetary needs based on projected costs and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget, and taking appropriate and effective actions.
- C3 **Allocates Material and Facility Resources** - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes carefully planning the steps involved in the acquisition, storage, and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.
- C4 **Allocates Human Resources** - Assesses knowledge and skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in managing human resources accordingly, evaluates performance and provides feedback. Competent performance in managing human resources includes accurately assessing peoples' knowledge, skills, abilities, and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring, performance and providing feedback.

## Information

- C5 **Acquires and Evaluates Information** - Identifies need for data, obtains them from existing sources or creates them, and evaluates their relevance and accuracy. Competency performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.
- C6 **Organizes and Maintains Information** - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing it from computer, visual, oral and physical sources in readily accessible formats, such as computerized databases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.
- C7 **Interprets and Communicates Information** - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.
- C8 **Uses Computers to Process Information** - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.

## Interpersonal

- C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building on individual team members' strengths; resolving differences for the benefit of the team; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures, policies, or authorities.
- C10 **Teaches Others** - Helps others learn. Demonstrating competence in teaching others includes helping other to apply related concepts and theories to task through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

- C11 **Serves Clients/Customers** - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when handling complaints or conflict; efficiently obtaining additional resources to satisfy client needs.
- C12 **Exercises Leadership** - Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; taking minority viewpoints into consideration.
- C13 **Negotiates to Arrive at a Decision** - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.
- C14 **Works with Cultural Diversity** - Works well with men and women and with a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; understanding concerns of members of other ethnic and gender groups.

#### Systems

- C15 **Understands Systems** - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.
- C16 **Monitors and Corrects Performance** - Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from the system's intended purpose, troubleshooting the system: making changes to the system to rectify systems functioning and to ensure quality of product.
- C17 **Improves and Designs Systems** - Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for

improving the functioning of the system/organization; recommending alternative system designs based on relevant feedback,; and responsibly challenging the status quo to benefit the larger system.

## Technology

- C18 **Selects Technology** - Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the results.
- C19 **Applies Technology to Task** - Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.
- C20 **Maintains and Troubleshoots Technology** - Prevents, identifies, or solves problems in machines, computers, and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding, and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.

## Foundation Skills

### Basic Skills

- F1 **Reading** - Locates, understands, and interprets written information in prose and documents -- including manuals, graphs, and schedules -- to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
- F2 **Writing** - Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
- F3 **Arithmetic** - Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

F5 **Listening** - Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose: for example, to comprehend, to learn, to critically evaluate, to appreciate, or to support the speaker.

## Thinking Skills

- F6 **Speaking** - Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.
- F7 **Creative thinking** - Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
- F8 **Decision Making** - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F9 **Problem Solving** - Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be); identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress and revises plan as indicated by findings.
- F10 **Seeing Things in the Mind's Eye** - Organizes and processes symbols, pictures, graphs, objects or other information; for example, sees a building from a blueprint; a system's operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.

## Personal Qualities

- F13 **Responsibility** - Exerts a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.
- F15 **Social** - Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; takes an interest in what others say and do.
- F16 **Self-Management** - Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; is a "self-starter."



# Appendix D

## DATA TABLES

The tables in this appendix show the distribution of competency rating responses by various respondent groups. The elements described below are contained in each table.

- Total mean, calculated on the basis of the following four-point scale rating:

<b>Rating</b>	<b>Degree of Importance</b>
4	Very Important
3	Important
2	Somewhat Important
1	Not Important

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- Priority Level Rating, consisting of the combined percentages in the very important and important categories
- Percentage distributions of responses in the four rating categories (very important, important, somewhat important, not important)
- Number of valid survey forms with a rating for each competency

Data are presented for the aggregate and the four respondent groups in the following tables:

- Table D.1** Aggregate Survey Results
- Table D.2** Business and Industry Provider Survey Results
- Table D.3** Learner Survey Results
- Table D.4** Instructional Service Provider Results
- Table D.5** State Agency and Public Service Provider Survey Results

**Table D.1 – Aggregate Survey Results**

Competency Statement	Mean Rating	Not Important	Somewhat Important	Important	Very Important	N
<b>COMMUNICATION</b>	<b>3.56</b>					<b>9,814</b>
Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)	3.67	1.3	3.8	21.6	73.4	10,037
Communicate regarding personal information (e.g., name, address, education, occupation)	3.45	2.6	8.7	29.3	59.3	9,890
<b>EMPLOYMENT</b>	<b>3.47</b>					<b>9,766</b>
Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	3.62	1.9	4.2	24.4	69.5	10,161
Understand wages, benefits, and concepts of employee organizations	3.42	1.8	10.4	32.1	55.7	10,131
Understand work-related safety standards and procedures	3.57	1.5	6.2	26.4	65.9	10,124
Understand concepts related to job performance and training (for success on the job)	3.63	1.4	3.5	25.2	69.8	10,114
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	3.41	2.5	8.7	33.7	55.1	10,110
Communicate effectively in the workplace (written and oral communication)	3.60	1.6	4.8	25.7	67.9	10,113
Effectively manage workplace resources (e.g. financial, informational and human resources)	3.21	3.6	14.5	39.3	42.6	10,074
Demonstrate effectiveness in working with other people	3.53	2.1	5.6	30.0	62.3	10,111
Understand how social, organizational, and technological systems work, and operate effectively within them.	3.24	3.3	14.2	37.0	45.4	10,018
<b>LEARNING TO LEARN</b>	<b>3.38</b>					<b>9,849</b>
Practice effective organizational and time management skills in accomplishing goals	3.47	1.6	6.6	35.4	56.5	10,094
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)	3.49	1.3	6.4	34.6	57.7	10,097
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	3.45	1.7	8.3	33.5	56.6	10,060
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	3.28	2.7	13.4	37.1	46.9	10,049
Understand aspects of and approaches to effective personal management (e.g. stress management)	3.20	3.5	15.3	38.9	42.3	9,976

**Table D.1 – Aggregate Survey Results (cont.)**

Competency Statement	Mean Rating	Not Important	Somewhat Important	Important	Very Important	N
<b>HEALTH</b>	<b>3.34</b>					<b>9,936</b>
Identify common ailments and seek appropriate medical assistance	3.35	3.3	11.9	30.9	53.9	10,086
Understand common medical and dental forms and related information	3.15	5.5	17.2	34.6	42.7	10,085
Understand how to select and use medications	3.35	5.8	11.3	25.1	57.7	10,078
Understand basic health and safety procedures	3.49	1.8	7.2	31.2	59.7	10,072
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	3.37	3.0	11.1	31.7	54.3	10,045
<b>CONSUMER ECONOMICS</b>	<b>3.16</b>					<b>9,731</b>
Use weights, measures, measurement scales, and money	3.24	3.8	14.1	36.3	45.8	10,063
Apply principles of comparison shopping in the selection of goods and services	3.05	6.1	18.3	39.7	35.9	10,068
Understand methods and procedures used to purchase goods and services	3.10	5.1	17.7	39.4	37.9	10,048
Understand methods and procedures to obtain housing and services and related maintenance	3.13	6.3	16.1	36.3	41.3	10,045
Apply principles of budgeting in the management of money	3.33	4.3	10.6	32.6	52.5	10,049
Understand consumer protection laws and resources	3.11	6.4	18.1	33.3	42.2	10,038
Understand procedures for the care, maintenance, and use of personal possessions	3.12	5.3	17.1	37.9	39.7	10,037
Use banking and financial services in the community	3.12	6.2	16.6	36.4	40.8	10,007
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	3.21	7.0	13.3	31.8	48.0	9,953
<b>COMMUNITY REOURCES</b>	<b>3.09</b>					<b>9,833</b>
Use the telephone and telephone book.	3.31	3.8	11.3	35.3	49.6	10,085
Understand how to locate and use different types of transportation and interpret information	3.27	3.9	12.0	37.1	47.0	10,082
Understand concepts of time and weather	3.10	4.9	18.2	38.7	38.2	10,057
Use the services provided by the post office	3.00	6.6	21.2	37.8	34.4	10,066
Use community agencies and services	3.05	6.2	19.7	37.5	36.7	10,059
Use leisure time resources and facilities	2.77	11.0	27.9	34.2	26.9	10,007
Understand aspects of society and culture	3.14	4.7	18.0	35.6	41.7	9,989
<b>COMPUTATION</b>	<b>3.10</b>					<b>9,737</b>
Compute using whole numbers	3.44	2.9	7.9	31.1	58.1	10,051
Compute using decimal fractions	3.25	4.1	14.2	34.6	47.1	10,035
Compute using fractions	3.17	5.0	16.4	35.1	43.5	10,020
Compute with percents, rate, ratio, and proportion	3.17	5.2	16.5	34.5	43.7	10,015
Use expressions, equations, or formulas	2.92	9.1	24.4	32.3	34.2	10,007
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	3.01	7.9	20.9	34.0	37.2	10,001
Interpret data from graphs and compute averages	2.98	8.6	21.2	34.3	35.9	9,993
Use statistics and probability	2.80	12.5	25.5	32.0	30.0	9,990
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	3.13	6.7	16.5	34.2	42.6	9,921

**Table D.2 – Business and Industry Provider Survey Results**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>COMMUNICATION</b>						
Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)	3.71	0.6	2.7	22.3	74.5	1,051
Communicate regarding personal information (e.g., name, address, education, occupation)	3.41	1.4	9.7	35.7	53.2	1,043
<b>EMPLOYMENT</b>						
Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	3.22	2.8	14.2	41.6	41.4	1,053
Understand wages, benefits, and concepts of employee organizations	2.94	2.4	25.2	49.0	23.5	1,053
Understand work-related safety standards and procedures	3.57	0.9	6.3	27.4	65.4	1,054
Understand concepts related to job performance and training (for success on the job)	3.59	0.5	3.2	33.4	62.9	1,053
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	3.21	3.4	13.5	41.4	41.7	1,054
Communicate effectively in the workplace (written and oral communication)	3.55	0.8	5.2	32.0	62.0	1,054
Effectively manage workplace resources (e.g. financial, informational and human resources)	2.82	6.1	26.8	46.4	20.6	1,051
Demonstrate effectiveness in working with other people	3.55	0.8	5.0	32.2	62.0	1,053
Understand how social, organizational, and technological systems work, and operate effectively within them.	2.82	4.8	29.4	45.5	20.4	1,049
<b>LEARNING TO LEARN</b>						
Practice effective organizational and time management skills in accomplishing goals	3.23	2.3	10.5	49.0	38.3	1,050
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)	3.31	1.8	9.1	45.0	44.1	1,050
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	3.21	2.8	13.8	43.2	40.2	1,048
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	2.76	6.7	29.5	44.6	19.3	1,049
Understand aspects of and approaches to effective personal management (e.g. stress management)	2.72	6.3	32.9	43.0	17.8	1,042
<b>HEALTH</b>						
Identify common ailments and seek appropriate medical assistance	2.67	10.0	33.5	36.5	20.0	1,048
Understand common medical and dental forms and related information	2.30	18.0	42.9	30.5	8.6	1,046
Understand how to select and use medications	2.42	23.2	30.2	27.8	18.9	1,044
Understand basic health and safety procedures	3.21	3.8	13.1	40.9	42.2	1,047
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	2.75	9.3	28.1	41.3	21.2	1,045

**Table D.2 – Business and Industry Provider Survey Results (cont.)**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>CONSUMER ECONOMICS</b>						
Use weights, measures, measurement scales, and money	2.77	10.5	27.1	36.8	25.6	1,047
Apply principles of comparison shopping in the selection of goods and services	2.24	24.7	35.1	31.0	9.1	1,047
Understand methods and procedures used to purchase goods and services	2.39	19.8	33.7	34.7	11.8	1,048
Understand methods and procedures to obtain housing and services and related maintenance	2.11	30.2	36.4	26.2	7.3	1,047
Apply principles of budgeting in the management of money	2.56	17.5	27.5	36.8	18.2	1,045
Understand consumer protection laws and resources	2.13	26.7	40.9	24.8	7.6	1,046
Understand procedures for the care, maintenance, and use of personal possessions	2.38	16.3	39.4	34.2	10.1	1,046
Use banking and financial services in the community	2.27	23.3	36.8	29.6	10.3	1,045
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	2.41	24.0	27.0	32.9	16.1	1,041
<b>COMMUNITY RESOURCES</b>						
Use the telephone and telephone book.	3.00	7.5	20.0	37.3	35.1	1,048
Understand how to locate and use different types of transportation and interpret information	2.60	14.8	29.8	36.4	19.0	1,050
Understand concepts of time and weather	2.71	12.0	27.8	37.3	22.9	1,046
Use the services provided by the post office	2.26	23.6	37.5	27.9	11.0	1,044
Use community agencies and services	2.18	26.0	39.1	25.9	9.0	1,046
Use leisure time resources and facilities	1.87	38.0	41.3	16.8	3.8	1,045
Understand aspects of society and culture	2.60	11.1	35.3	36.7	17.0	1,038
<b>COMPUTATION</b>						
Compute using whole numbers	3.35	3.9	9.8	33.7	52.6	1,048
Compute using decimal fractions	3.04	7.5	20.2	32.9	39.3	1,048
Compute using fractions	2.86	11.6	23.8	32.0	32.6	1,046
Compute with percents, rate, ratio, and proportion	2.85	11.2	23.8	33.4	31.6	1,047
Use expressions, equations, or formulas	2.35	20.4	38.9	25.5	15.2	1,047
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	2.54	18.3	30.7	29.7	21.3	1,044
Interpret data from graphs and compute averages	2.37	21.9	35.0	27.6	15.5	1,044
Use statistics and probability	2.09	31.3	37.9	20.8	10.0	1,044
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	2.61	16.5	28.0	34.0	21.6	1,039

**Table D.3 – Learner Survey Results**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>COMMUNICATION</b>						
Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)	3.71	1.7	4.9	23.1	70.3	1,051
Communicate regarding personal information (e.g., name, address, education, occupation)	3.41	3.4	9.6	29.7	57.3	1,043
<b>EMPLOYMENT</b>						
Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	3.22	2.2	3.2	22.1	72.6	1,053
Understand wages, benefits, and concepts of employee organizations	2.94	1.9	5.4	25.3	67.4	1,053
Understand work-related safety standards and procedures	3.57	1.8	4.6	24.1	69.6	1,054
Understand concepts related to job performance and training (for success on the job)	3.59	1.8	3.9	23.4	70.8	1,053
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	3.21	2.8	7.3	29.8	60.0	1,054
Communicate effectively in the workplace (written and oral communication)	3.55	2.1	5.5	25.4	66.9	1,054
Effectively manage workplace resources (e.g. financial, informational and human resources)	2.82	3.4	10.4	36.0	50.2	1,051
Demonstrate effectiveness in working with other people	3.55	2.9	6.5	30.7	60.0	1,053
Understand how social, organizational, and technological systems work, and operate effectively within them.	2.82	3.3	9.2	33.3	54.2	1,049
<b>LEARNING TO LEARN</b>						
Practice effective organizational and time management skills in accomplishing goals	3.23	1.9	6.2	32.4	59.5	1,050
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)	3.31	1.4	5.6	32.2	60.9	1,050
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	3.21	1.8	6.6	31.9	59.7	1,048
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	2.76	2.2	9.1	33.5	55.2	1,049
Understand aspects of and approaches to effective personal management (e.g. stress management)	2.72	3.5	10.9	36.7	48.9	1,042
<b>HEALTH</b>						
Identify common ailments and seek appropriate medical assistance	2.67	2.2	6.5	26.9	64.4	1,048
Understand common medical and dental forms and related information	2.30	2.7	8.7	34.0	54.6	1,046
Understand how to select and use medications	2.42	2.6	6.1	22.2	69.2	1,044
Understand basic health and safety procedures	3.21	1.6	4.8	27.1	66.5	1,047
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	2.75	2.2	6.9	27.2	63.7	1,045

**Table D.3 – Learner Survey Results (cont.)**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>CONSUMER ECONOMICS</b>						
Use weights, measures, measurement scales, and money	2.77	2.6	9.4	34.8	53.1	1,047
Apply principles of comparison shopping in the selection of goods and services	2.24	2.8	12.7	40.3	44.2	1,047
Understand methods and procedures used to purchase goods and services	2.39	2.4	12.0	39.5	46.2	1,048
Understand methods and procedures to obtain housing and services and related maintenance	2.11	3.0	11.1	36.2	49.7	1,047
Apply principles of budgeting in the management of money	2.56	2.7	6.9	29.9	60.5	1,045
Understand consumer protection laws and resources	2.13	2.6	9.4	33.1	54.9	1,046
Understand procedures for the care, maintenance, and use of personal possessions	2.38	2.9	10.2	37.2	49.7	1,046
Use banking and financial services in the community	2.27	3.5	11.1	35.8	49.6	1,045
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	2.41	3.7	8.2	29.9	58.1	1,041
<b>COMMUNITY RESOURCES</b>						
Use the telephone and telephone book.	3.00	4.1	10.8	35.3	49.8	1,048
Understand how to locate and use different types of transportation and interpret information	2.60	3.1	9.4	35.9	51.6	1,050
Understand concepts of time and weather	2.71	4.2	16.2	38.5	41.1	1,046
Use the services provided by the post office	2.26	4.2	15.6	38.4	41.8	1,044
Use community agencies and services	2.18	4.1	16.6	37.9	41.4	1,046
Use leisure time resources and facilities	1.87	6.1	21.7	38.0	34.1	1,045
Understand aspects of society and culture	2.60	4.0	13.3	34.3	48.5	1,038
<b>COMPUTATION</b>						
Compute using whole numbers	3.35	3.3	8.0	30.9	57.7	1,048
Compute using decimal fractions	3.04	3.6	11.9	34.1	50.3	1,048
Compute using fractions	2.86	3.8	12.4	35.2	48.6	1,046
Compute with percents, rate, ratio, and proportion	2.85	4.0	12.1	34.0	49.8	1,047
Use expressions, equations, or formulas	2.35	5.5	16.4	34.5	43.6	1,047
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	2.54	4.5	14.9	35.2	45.4	1,044
Interpret data from graphs and compute averages	2.37	5.0	14.6	35.3	45.1	1,044
Use statistics and probability	2.09	6.0	18.0	36.3	39.7	1,044
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	2.61	4.5	11.5	32.9	51.1	1,039

**Table D.4 – Instructional Service Provider Survey Results**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>COMMUNICATION</b>						
Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)	3.71	1.7	4.9	23.1	70.3	1,051
Communicate regarding personal information (e.g., name, address, education, occupation)	3.41	3.4	9.6	29.7	57.3	1,043
<b>EMPLOYMENT</b>						
Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	3.22	2.2	3.2	22.1	72.6	1,053
Understand wages, benefits, and concepts of employee organizations	2.94	1.9	5.4	25.3	67.4	1,053
Understand work-related safety standards and procedures	3.57	1.8	4.6	24.1	69.6	1,054
Understand concepts related to job performance and training (for success on the job)	3.59	1.8	3.9	23.4	70.8	1,053
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	3.21	2.8	7.3	29.8	60.0	1,054
Communicate effectively in the workplace (written and oral communication)	3.55	2.1	5.5	25.4	66.9	1,054
Effectively manage workplace resources (e.g. financial, informational and human resources)	2.82	3.4	10.4	36.0	50.2	1,051
Demonstrate effectiveness in working with other people	3.55	2.9	6.5	30.7	60.0	1,053
Understand how social, organizational, and technological systems work, and operate effectively within them.	2.82	3.3	9.2	33.3	54.2	1,049
<b>LEARNING TO LEARN</b>						
Practice effective organizational and time management skills in accomplishing goals	3.23	1.9	6.2	32.4	59.5	1,050
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)	3.31	1.4	5.6	32.2	60.9	1,050
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	3.21	1.8	6.6	31.9	59.7	1,048
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	2.76	2.2	9.1	33.5	55.2	1,049
Understand aspects of and approaches to effective personal management (e.g. stress management)	2.72	3.5	10.9	36.7	48.9	1,042
<b>HEALTH</b>						
Identify common ailments and seek appropriate medical assistance	2.67	2.2	6.5	26.9	64.4	1,048
Understand common medical and dental forms and related information	2.30	2.7	8.7	34.0	54.6	1,046
Understand how to select and use medications	2.42	2.6	6.1	22.2	69.2	1,044
Understand basic health and safety procedures	3.21	1.6	4.8	27.1	66.5	1,047
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	2.75	2.2	6.9	27.2	63.7	1,045

**Table D.4 – Instructional Service Provider Survey Results (cont.)**

Competency Statement	Mean Rating	Very Important	Important	Somewhat Important	Not Important	N
<b>CONSUMER ECONOMICS</b>						
Use weights, measures, measurement scales, and money	2.77	2.6	9.4	34.8	53.1	1,047
Apply principles of comparison shopping in the selection of goods and services	2.24	2.8	12.7	40.3	44.2	1,047
Understand methods and procedures used to purchase goods and services	2.39	2.4	12.0	39.5	46.2	1,048
Understand methods and procedures to obtain housing and services and related maintenance	2.11	3.0	11.1	36.2	49.7	1,047
Apply principles of budgeting in the management of money	2.56	2.7	6.9	29.9	60.5	1,045
Understand consumer protection laws and resources	2.13	2.6	9.4	33.1	54.9	1,046
Understand procedures for the care, maintenance, and use of personal possessions	2.38	2.9	10.2	37.2	49.7	1,046
Use banking and financial services in the community	2.27	3.5	11.1	35.8	49.6	1,045
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	2.41	3.7	8.2	29.9	58.1	1,041
<b>COMMUNITY RESOURCES</b>						
Use the telephone and telephone book.	3.00	4.1	10.8	35.3	49.8	1,048
Understand how to locate and use different types of transportation and interpret information	2.60	3.1	9.4	35.9	51.6	1,050
Understand concepts of time and weather	2.71	4.2	16.2	38.5	41.1	1,046
Use the services provided by the post office	2.26	4.2	15.6	38.4	41.8	1,044
Use community agencies and services	2.18	4.1	16.6	37.9	41.4	1,046
Use leisure time resources and facilities	1.87	6.1	21.7	38.0	34.1	1,045
Understand aspects of society and culture	2.60	4.0	13.3	34.3	48.5	1,038
<b>COMPUTATION</b>						
Compute using whole numbers	3.35	3.3	8.0	30.9	57.7	1,048
Compute using decimal fractions	3.04	3.6	11.9	34.1	50.3	1,048
Compute using fractions	2.86	3.8	12.4	35.2	48.6	1,046
Compute with percents, rate, ratio, and proportion	2.85	4.0	12.1	34.0	49.8	1,047
Use expressions, equations, or formulas	2.35	5.5	16.4	34.5	43.6	1,047
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	2.54	4.5	14.9	35.2	45.4	1,044
Interpret data from graphs and compute averages	2.37	5.0	14.6	35.3	45.1	1,044
Use statistics and probability	2.09	6.0	18.0	36.3	39.7	1,044
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	2.61	4.5	11.5	32.9	51.1	1,039

**Table D.5 – State Agency and Public Service Provider Survey Results**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>COMMUNICATION</b>						
Communicate in interpersonal interactions (e.g. use appropriate language, request clarification)	3.75	0.3	1.7	20.3	77.6	1,324
Communicate regarding personal information (e.g., name, address, education, occupation)	3.51	1.4	6.9	30.9	60.8	1,312
<b>EMPLOYMENT</b>						
Understand basic tasks related to getting a job (e.g. developing resume, job search, interviews)	3.68	0.7	3.1	23.4	72.9	1,319
Understand wages, benefits, and concepts of employee organizations	3.00	1.4	23.6	48.6	26.4	1,320
Understand work-related safety standards and procedures	3.27	1.4	15.1	39.2	44.3	1,320
Understand concepts related to job performance and training (for success on the job)	3.65	0.6	2.7	28.0	68.7	1,318
Effectively utilize common workplace technology and systems (e.g. computer, fax, office equipment)	3.29	0.8	12.5	43.3	43.4	1,318
Communicate effectively in the workplace (written and oral communication)	3.65	0.5	3.0	27.4	69.2	1,318
Effectively manage workplace resources (e.g. financial, informational and human resources)	2.96	3.0	24.5	46.5	26.0	1,317
Demonstrate effectiveness in working with other people	3.63	0.6	3.8	27.7	67.9	1,323
Understand how social, organizational, and technological systems work, and operate effectively within them.	2.99	2.6	23.9	45.0	28.5	1,313
<b>LEARNING TO LEARN</b>						
Practice effective organizational and time management skills in accomplishing goals	3.49	0.5	5.6	38.6	55.3	1,314
Demonstrate ability to use thinking skills (e.g. compare and contrast, analyze situations, generate ideas)	3.39	0.7	9.9	39.0	50.4	1,312
Demonstrate ability to use problem solving skills (e.g., break down complex problems, identify problem)	3.35	0.8	13.2	36.1	49.9	1,315
Demonstrate study skills (e.g., take notes, use reference materials like a dictionary)	3.03	2.5	21.6	46.2	29.7	1,306
Understand aspects of and approaches to effective personal management (e.g. stress management)	3.07	2.4	21.0	43.4	33.1	1,307
<b>HEALTH</b>						
Identify common ailments and seek appropriate medical assistance	2.97	4.7	23.1	42.3	29.8	1,310
Understand common medical and dental forms and related information	2.54	11.3	36.9	38.2	13.6	1,310
Understand how to select and use medications	2.86	10.7	24.1	33.7	31.6	1,309
Understand basic health and safety procedures	3.16	2.4	15.6	45.1	36.9	1,311
Understand basic principles of health maintenance (e.g. nutrition, physical fitness, dental hygiene)	3.08	3.5	20.0	41.9	34.6	1,302

**Table D.5 – Instructional Service Provider Survey Results (cont.)**

<b>Competency Statement</b>	<b>Mean Rating</b>	<b>Very Important</b>	<b>Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>	<b>N</b>
<b>CONSUMER ECONOMICS</b>						
Use weights, measures, measurement scales, and money	2.79	6.9	28.7	42.5	21.9	1,308
Apply principles of comparison shopping in the selection of goods and services	2.61	10.5	33.6	40.4	15.6	1,311
Understand methods and procedures used to purchase goods and services	2.64	9.3	33.5	40.9	16.3	1,309
Understand methods and procedures to obtain housing and services and related maintenance	2.82	7.0	26.8	43.4	22.8	1,306
Apply principles of budgeting in the management of money	3.15	4.3	16.1	40.4	39.2	1,311
Understand consumer protection laws and resources	2.54	10.9	38.8	36.2	14.1	1,308
Understand procedures for the care, maintenance, and use of personal possessions	2.65	9.9	32.2	41.1	16.8	1,310
Use banking and financial services in the community	2.73	8.7	30.0	40.6	20.7	1,306
Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.	2.72	11.7	27.5	37.5	23.3	1,303
<b>COMMUNITY RESOURCES</b>						
Use the telephone and telephone book.	3.35	1.8	10.8	37.6	49.8	1,309
Understand how to locate and use different types of transportation and interpret information	3.29	2.0	11.9	41.6	44.5	1,309
Understand concepts of time and weather	2.96	5.5	23.7	39.9	30.9	1,309
Use the services provided by the post office	2.61	8.8	37.1	38.8	15.4	1,309
Use community agencies and services	3.07	3.4	20.3	41.8	34.5	1,310
Use leisure time resources and facilities	2.35	16.4	43.9	28.0	11.7	1,305
Understand aspects of society and culture	2.95	4.9	25.8	38.9	30.4	1,301
<b>COMPUTATION</b>						
Compute using whole numbers	3.40	1.5	9.8	35.6	53.1	1,308
Compute using decimal fractions	2.98	4.7	23.3	440.7	31.3	1,311
Compute using fractions	2.80	6.8	30.9	38.2	24.0	1,310
Compute with percents, rate, ratio, and proportion	2.78	7.8	30.4	38.2	23.6	1,309
Use expressions, equations, or formulas	2.31	18.3	44.1	26.5	11.2	1,309
Demonstrate measurement skills (e.g. measure area, volume, linear dimensions)	2.35	17.6	41.6	28.9	11.9	1,308
Interpret data from graphs and compute averages	2.41	16.0	39.9	31.0	13.2	1,307
Use statistics and probability	2.17	25.1	41.5	24.6	8.8	1,307
Use estimation and mental arithmetic (e.g. use computational shortcuts, estimate calculations)	2.72	9.9	29.9	38.0	22.1	1,307