

California Adult Education

California WIA Title II Program Implementation

Voices from the Field

Program Year 2004

July 1, 2003 – June 30, 2004



Pre-Test	Mean Pretest Score	Mean Learning Gain	N	Pretest	Post-Test	Test Pre to Post Level*	Mean Pretest Score	Mean Learning Gain	N
	193.5	9.0	1,934	31R	32R	=	193.5	5.4	
	189.7	7.3	247	32R	31R	=	191.1	9.5	
	191.8	8.2	792	33R	35R	+	201.9	13.7	
	192.1	7.5	261	35R	36R	=	211.1	8.1	
							221.0	10.0	
							223.9		

* = - pre and post-test at the same functioning level
+ - post-test is at the next highest functioning level
CASAS 2003

**CALIFORNIA WIA TITLE II
PROGRAM IMPLEMENTATION**

VOICES FROM THE FIELD

**PROGRAM YEAR 2004
JULY 1, 2003 – JUNE 30, 2004**

The ***California WIA Title II Program Implementation, Voices from the Field, Program Year 2004, July 1, 2003 – June 30, 2004*** report was prepared by the Comprehensive Adult Student Assessment System (CASAS), Foundation for Educational Achievement, for the Adult Education Office, California Department of Education. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the Adult Education Office.

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FOREWORD

This document is an overview of the progress toward program improvement for those California agencies that received WIA Title II funding for the program year 2003-04. The document contains some trend data for past years where that data was available and appropriate. For a more in depth analysis of WIA Title II multi-year trends, please refer to the document *Implementation of WIA Title II Programs in California from 1999-2004*.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) Section 231 of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Assist adults in the completion of a secondary school education.

Fiscal year 2003-04 represents the fifth year of WIA Title II implementation. Each year California has seen an increase in both the numbers of students served and agencies serving them. During the 2003-04 program year, 291 agencies served 842,464 students. The agencies reach a diverse adult population geographically located throughout the state representing all ethnicities. The agencies vary in size—from large to small—and in program type—from CBOs to library literacy programs, adult schools, community colleges, county offices of education, state agencies, and jails. Their focus is to assist adults in acquiring the basic literacy skills of listening, speaking, reading, writing, mathematics, and problem solving, enabling them to become productive citizens of society. Toward that end, agencies reach out to their communities, recruit students with literacy needs, provide appropriate orientations, assess students' needs and goals, track their progress through the system, and assist them in meeting their future goals. As part of that process, agencies continue to refine methods to collect complete and accurate data, report outcomes, analyze information, and make curriculum adjustments as they comply with the federal requirements. Over the past five years, this effort has provided the State of California with a powerful tool to help meet the needs of its literacy-challenged adult population.

1 INTRODUCTION

This chapter provides an overview of this document, describes the process for evaluating Workforce Investment Act (WIA) Title II programs as outlined in the California State Plan and the WIA legislation, and provides information on how state and local providers can use the evaluation findings.

Document Overview

This document summarizes the implementation of WIA Title II in California at the state and local levels during the 2003-04 year. It highlights program and instructional level implementation processes and activities that agencies found effective in positively affecting student participation and outcomes in the area of basic literacy skills, English language acquisition, and secondary level completion. In addition, the document highlights promising practices, trends over a five-year period, and recommendations to the California Department of Education (CDE) for consideration in supporting continuous improvement of adult literacy programs.

The 291 California agencies funded by the CDE in 2003-04, represent a wide range of providers including K-12 school district adult schools, community college districts (CCDs), community-based organizations (CBOs), library literacy programs, county offices of education (COEs), jail programs, and four state agencies: California Department of Corrections (CDC), California Youth Authority (CYA), California Conservation Corps (CCC), and the California Department of Developmental Services (CDDS—state hospitals). Agencies vary by size—including small (500 students or fewer), medium (501 to 8,000 students), and large (8,001 students or more)—and by geographic location.

The California State Plan

The California State Plan describes processes for evaluating these 291 funded agencies and their programs and provides details on how the state will use the evaluation findings to facilitate program improvement. This plan states:

A comprehensive evaluation of the federally funded Adult Education and Literacy Act program will be conducted annually and will address the extent to which local providers have implemented each of the twelve required activities specified in Sections 225 and 231. This evaluation will: (1) collect local provider and student performance measures as specified in Chapter 5, (2) determine the level of student performance improvement, (3) identify program quality, and (4) determine the extent to which the populations specified in the State plan were served.

The plan further states that the major focus of the evaluation is to be the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the U.S. Department of Education, Division of Adult Education and Literacy (ED/DAEL).

The CDE has contracted with CASAS (Comprehensive Adult Student Assessment System) to provide, and report the results of, a comprehensive evaluation of the four components listed on the previous page. Data from three main sources forms the basis for the evaluation:

- Feedback from the 291 California agencies granted WIA Title II funding in the form of the *2003-2004 Survey of WIA Title II Programs in California* sent to all funded agencies (198 responded) and posted online the first week of May 2004.
- Feedback from the 291 California agencies granted WIA funding in the form of regional focus groups and a core Program Evaluation Team (PET) representing local agencies.
- Quantitative data collected from a variety of sources, such as the National Reporting Systems (NRS) Core Indicators of Performance guidelines, the CDE, and the TOPSpro software system.

Results of this evaluation provide relevant information about the

- Effectiveness of the Section 225 and 231 (including EL Civics education) grant programs.
- Characteristics of learners participating in each of the programs.
- Analyses of student learning gains and other outcomes.
- Extent to which populations specified in the state plan were served.
- Identification of best and promising practices and emerging needs.

The Twelve Considerations

The Twelve Considerations required by the WIA Title II federal legislation are an integral component of the WIA Title II program monitoring process. The monitoring document provides agencies with specific indicators to measure their compliance with the 12 considerations. The Twelve Considerations also define the scope of services provided by the agencies and the scoring criteria for applications for funding under WIA Title II in California. (For a list of the Twelve Considerations, see Appendix A)

While accountability requirements continue to place an additional burden on resources, especially in smaller agencies, the majority of local program providers responding to the survey have reported that they now realize the necessity and benefits of data-driven continuous improvement and appreciate having the ability to document and track student program progress and success.

Using the Evaluation Findings

The CDE can use this report to:

- Obtain critical information about the effectiveness of the state and local WIA Title II educational services providers.
- Identify strategies, processes, and barriers to attaining the core performance goals.
- Identify best practices and emerging needs.
- Review and evaluate the outcomes, progress, and extent of program improvement.
- Inform the WIA Title II reauthorization process.

Local agencies can use this report to:

- Maintain and promote responsiveness to the needs of students and community.
- Learn and benefit from experiences and promising practices of other programs.
- Compare local program data with statewide results to facilitate future planning and continuous program improvement.
- Provide accountability and document program impact to local, state, and federal policymakers.
- Inform classroom instruction.

2 DOCUMENT METHODOLOGY AND PROCESS

This chapter describes the processes used to collect data for this report, the data sources, and the data analysis process. In addition, the chapter provides a historical perspective, from 1999-2004, of the WIA Title II funded agencies in California by provider type, size, and response rate to the WIA survey. It also provides additional demographic data for the 2003-04 agencies funded under sections 225 and 231 (including EL Civics).

Data Collection and Analysis

The data collection process for this report involved analyzing program level data from several sources, as noted in the first chapter: (1) the *2003-2004 Survey of WIA Title II Programs in California* (WIA Title II Survey), (2) regional and CASAS Summer Institute focus groups as well as oral and written feedback from the data review group and the Program Evaluation Team (PET)³, and (3) quantitative data collected from a variety of sources, such as the National Reporting Systems (NRS) Core Indicators of Performance guidelines⁴, the CDE, and the TOPSpro system. Of these data sources, survey responses represent the major data source for this report. (For a copy of the 2003-04 WIA Survey, see Appendix B.) As previously noted, survey respondents represented small, medium, and large agencies⁵ that provided WIA Title II programs and services. These 291 agencies provided basic literacy skills to 842,464 learners from diverse ethnic, educational, and socioeconomic backgrounds⁶ through adult schools, CCDs, CBOs, library literacy programs, state agencies, and COEs (county offices of education) throughout the State of California.

The 2003-04 WIA survey contained 35 questions. Six of the 35 questions dealt specifically with EL Civics issues. Responses to these six questions are examined in Chapter 8 of this document. The remaining 29 questions focused on program level topics in Chapters 3-6 and classroom level topics in Chapter 7. Each question from the survey, along with the major findings, is highlighted by a textbox in the section of the chapter where responses are analyzed.

CASAS staff actively elicited feedback from program representatives in the field in the WIA survey development and review process to ensure that all stakeholders and providers of 225 and 231 programs would have the opportunity to contribute to the data collection, analysis, and interpretation processes, as well as participate in the

³ The Program Evaluation Team, or PET, provides a regional field-based support group representing different agency types and sizes as well as major adult education professional organizations. This workgroup assists the CASAS evaluation project in the development of surveys and reports, analysis and interpretation of data, and identification of issues pertinent to the field.

⁴ The NRS Core Indicators of Performance guidelines were established to obtain outcome data on students whose primary goals for entering WIA programs were to get a job, keep a job, enter postsecondary education or training, or earn a GED or high school diploma. While tracking this information is currently a WIA requirement, the absence of data match in California continues to hamper the ability of the state to collect complete and accurate data on students who indicate any of the first three of those four goals. (See Chapter 4 for additional information.)

⁵ Agency size designation includes small (500 annual enrollments or less), medium (510 to 8,000 enrollments), and large (greater than 8,000 enrollments).

⁶ See Appendix C for specific demographic information.

development of recommendations to the CDE. The Program Evaluation Team (PET), representing funded agencies and provider types throughout the state, had an active role in all phases of the survey development and review processes. The final survey and questionnaire were sent to all WIA Title II funded programs in California on May 1, 2004.

Survey respondents had two options for providing information about their programs. They could complete the survey and mail it to CASAS or complete the survey online. Program coordinators were notified of this option via postings on the California Outreach and Technical Assistance Network (OTAN) Web site and via e-mail notices from CASAS. Agencies were encouraged to respond to survey questions online. All except three agencies chose to respond online.

In addition to the responses to the WIA Title II Survey, summaries of field notes from focus group meetings and comments from the PET members provided data sources for this report. Direct quotes from field respondents are used in this document to provide examples of a trend or a cumulative opinion. Each quote is followed by a reference to the type of agency being quoted. The major purpose of the focus groups and the PET feedback was to assist the writing team in clarifying and interpreting the “voices from the field” and in analyzing qualitative data to:

- Document in a systematic fashion what is working in local programs.
- Encourage program improvement and collaborations.
- Identify strategies that are making a difference in agency classrooms in the areas of student persistence and attainment of learning goals and outcomes.

Of the 291 funded agencies in California, 197 agencies (67.7 percent) returned completed questionnaires: 3 by mail and 194 online. The number responding increased by 17.8 percent from 2002-03. The 197 agencies that submitted responses to the survey represent all agency sizes and provider types located in urban, suburban, and rural areas throughout California. CASAS staff aggregated and analyzed survey data by agency size and type. These demographics can be important factors in the selection and application of program and classroom management strategies by agencies. Where these factors are evident, they are discussed within the context of the specific survey question.

The number of responses to each question in the WIA Title II Survey varied from question to question. Some survey respondents provided multiple responses to some questions and did not respond to other questions. Therefore, the total *N* indicated varies from table to table. Numbers were rounded to the nearest decimal point or to the nearest whole number. In these cases, the totals may not add up to 100 percent.

Tables in the report with historical data display three or four years of information. The number of years displayed depends upon variations in wording or focus of the survey questions from year to year.

Description of WIA Title II Agencies

In 2003-04, 291 agencies received WIA Title II funding, a 12.8 percent increase over the 258 agencies that received WIA funding the previous year. Adult schools continue to make up the majority (59.7 percent) of the agency types. The numbers of funded adult schools and CBOs have shown steady growth between 2001 and 2004, with the number of CBOs increasing by more than 300 percent (see Table 2.1).

Table 2.1
1999-2004 WIA Title II Funded Agencies by Provider Type

Provider Type	1999-2000		2000-01		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
Adult Schools	134	70.9	143	73.3	150	66.7	163	63.2	174	59.7
Community-Based Organizations	13	6.9	13	6.7	26	11.6	43	16.7	54	18.6
Community College Districts	15	7.9	12	6.2	16	7.1	18	7.0	18	6.2
Library Literacy Programs	10	5.3	8	4.1	10	4.4	8	3.1	13	4.5
County Offices of Education	3	1.6	5	2.6	6	2.6	7	2.7	9	3.1
California Conservation Corps*	1	0.5	1	0.5	1	0.4	1	0.4	1	0.3
California State University**	0	0.0	0	0.0	0	0.0	1	0.4	0	0.0
Institutions (225 funded)***	13	6.9	13	6.7	16	7.1	17	6.5	22	7.6
Total	189	100.0	195	100.0	225	100.0	258	100.0	291	100.0

*For purposes of this report, this agency is classified in other tables as a state agency.

**This agency did not respond to the survey and was not included in other tables in this report.

***Included in this provider type are agencies for institutionalized adults—CDC, CDDS, and CYA—that are classified in other tables in this report as state agencies.

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The number of students served increased over a three-year period (2001-04) from 771,905 to 842,464—a 9.1 percent gain. (See Table 2.2)

Table 2.2
2001-04 WIA Title II Student Enrollment by Provider Type

Provider Type	2001-2002		2002-2003		2003-2004	
	N	%	N	%	N	%
Adult Schools	640,182	82.9	673,836	82.6	693,588	82.3
Community-Based Organizations	4,255	0.6	7,821	1.0	11,271	1.3
Community College Districts	77,277	10.0	80,014	9.8	76,647	9.1
Library Literacy Programs	1,330	0.2	1,358	0.2	2,865	0.3
County Offices of Education	5,593	0.7	5,608	0.7	5,740	0.7
State Agencies	32,897	4.3	34,849	4.3	37,426	4.4
California State Universities*	0	0.0	100	0.0	0	0.0
Jail Programs**	10,371	1.3	11,724	1.4	14,927	1.8
Total	771,905	100.0	815,310	100.0	842,464	100.0

*California State University

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

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

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The number of funded agencies has increased by 54 percent since 1999 (see Table 2.1). Of these agencies, small programs have shown the greatest increase (see Table 2.3).

Table 2.3
Number of Funded Agencies by Size by Program Year

Agency Size	2001-02		2002-03		2003-04	
	N	%	N	%	N	%
Small	71	31.8	92	35.7	116	39.9
Medium	135	60.6	149	57.7	158	54.3
Large	17	7.6	17	6.6	17	5.8
Total	223*	100.0	258	100.0	291	100.0

*Since two agencies did not submit end-of-year data, size information is not available.
CASAS 2004

Displayed in the pie charts below are the percentages of 2003-04 WIA Title II funded agencies by size and the student enrollment by agency size. Although large agencies comprise only 6 percent of all WIA Title II funded agencies (see Figure 2.1), they serve 48 percent of the student population (see Figure 2.2).

Figure 2.1
2003-04 Percent of Agencies Funded for WIA Title II by Size

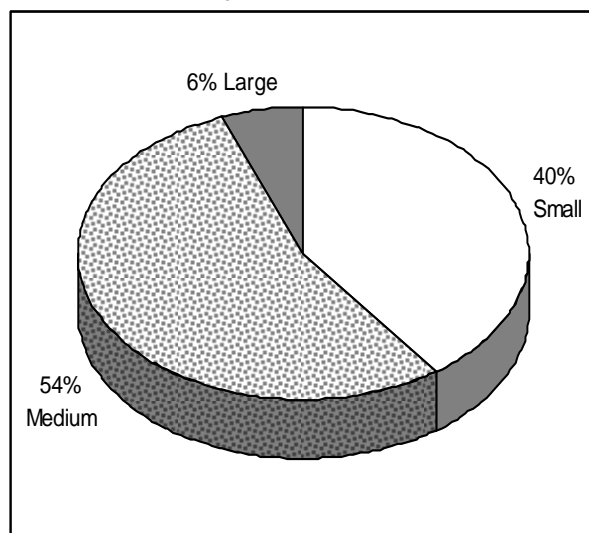
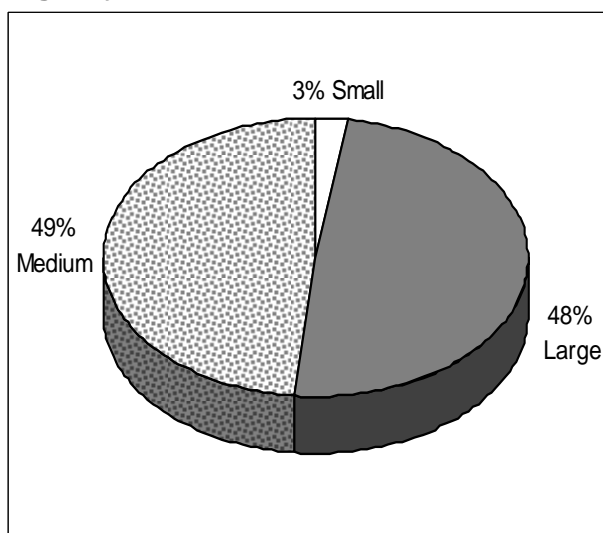
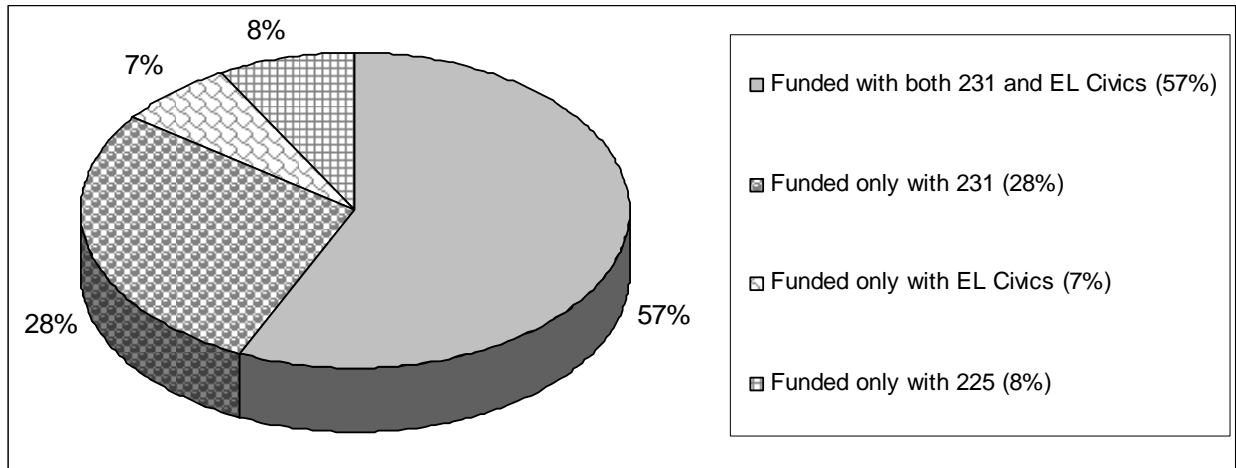


Figure 2.2
2003-04 WIA Title II Enrollment by Agency Size



Funded agencies in California provided educational services in one or more of the following WIA Title II grant categories during 2003-04: Section 231 only (82 agencies), Section 231 and EL Civics (168 agencies), EL Civics funding only (19 agencies), and Section 225 (22 agencies). For funding percentages, see Figure 2.3. (For additional information about EL Civics funded agencies and programs, see Chapter 8.)

Figure 2.3
2003-04 WIA Title II Funding Distribution



WIA Title II Survey Respondents

Data in Table 2.4 reveal that 135 adult schools (of a possible 174 that were funded or 78 percent) responded to the 2003-04 WIA Title II Survey (68.5 percent of all survey responses). In addition, 34 CBOs (of a possible 54 that were funded or 63 percent) and 11 CCDs (of a possible 18 that were funded or 61.1 percent) responded. The total (180) of these three agency types represents 91.4 percent of the number of survey responses received.

The largest number of survey respondents were from medium-sized agencies (60.9 percent), followed by small (31.0 percent), and large (8.1 percent). Categorically, of the 17 large funded agencies in 2003-04, 94.1 percent responded to the survey, compared with 75.9 percent of medium-sized agencies, and 52.6 percent of small agencies.

Table 2.4
2003-04 Survey Respondents by Provider Type and Size

Provider Type	Large		Medium		Small		Type Total	
	N	%	N	%	N	%	N	%
Adult Schools	12	8.9	101	74.8	22	16.3	135	68.5
Community-Based Organizations	0	0.0	4	11.8	30	88.2	34	17.3
Community College Districts	3	27.3	8	72.7	0	0.0	11	5.6
Library Literacy Programs	0	0.0	2	25.0	6	75.0	8	4.1
County Offices of Education	0	0.0	1	33.3	2	66.7	3	1.5
State Agencies	1	33.3	2	66.7	0	0.0	3	1.5
Jail Programs*	0	0.0	2	66.7	1	33.3	3	1.5
Total	16	8.1	120	60.9	61	31.0	197	100.0

* Not including CCC, CDC, and CYA, which are classified as state agencies along with CDDS for the purposes of this report.
 CASAS 2004

Of the 197 survey respondents, 137 were from agencies with EL Civics programs. Of those, 96 were from adult schools (70.1 percent), 25 from CBOs, 10 from CCDs, 2 from COEs, and 4 from library literacy programs. The respondents from these EL Civics

agencies represented 69.5 percent of the total survey respondents and more than 50 percent of the survey respondents of each agency type.

Table 2.5
2003-04 EL Civics Agency Respondents by Provider Type and Size

Provider Type	Large		Medium		Small		Type Total	
	N	%	N	%	N	%	N	%
Adult Schools	9	9.4	72	75.0	15	15.6	96	70.1
Community-Based Organizations	0	0.0	3	12.0	22	88.0	25	18.2
Community College Districts	3	30.0	7	70.0	0	0.0	10	7.3
Library Literacy Programs	0	0.0	1	25.0	3	75.0	4	2.9
County Offices of Education	0	0.0	1	50.0	1	50.0	2	1.5
Total	12	8.8	84	61.3	41	29.9	137	100.0

CASAS 2004

The following table provides a historical perspective of WIA Title II Survey respondents for the past five years.

Table 2.6
Number of Survey Respondents by Provider Type 2001-03

Provider Type	2001-02	2002-03	2003-04
Adult Schools	107	118	135
Community-Based Organizations	8	20	34
Community College Districts	9	7	11
Library Literacy Programs	4	7	8
County Offices of Education	2	2	3
State Agencies	2	4	3
Jail Programs	3	4	3
Total	135	162	197

CASAS 2004

In 2001-02, 60 percent of WIA Title II agencies responded to the survey. That percentage increased to 62.8 percent in 2002-03 and 67.7 percent in 2003-04—a three-year increase of 12.8 percent.

Survey responses from all provider types and sizes, along with responses from focus group sessions, were analyzed for this report. This process provides an overall view of how local agencies have implemented WIA Title II considerations in their programs. Respondents continue to provide valuable information defining the successes and challenges encountered from the initial implementation of WIA Title II to its continued implementation in 2003-04.

3 DATA QUALITY, SUBMISSION, AND USE

This chapter examines timeliness and quality control of local agency data submission. The chapter also documents how agencies are using data at the program level.

Timeliness of Data Submission

An examination of local agency data submission records from program year 2000-2001 to program year 2003-04 documents the steady increase in the timeliness of data submissions by agencies of all sizes, with 100 percent of large agencies submitting on time for the last 2 years (2002-03 and 2003-04).

Table 3.1
NRS Core Performance Learning Gains Data Submission Timeliness

	Number of Agencies				% Submitted by Deadline (08/15)			
	2000-01	2001-02	2002-03	2003-04	2000-01	2001-02	2002-03	2003-04*
Large	15	17	17	17	60.0	94.1	100.0	100.0
Medium	127	135	150	158	78.0	84.4	89.3	95.6
Small	53	71	92	116	64.2	76.1	78.3	80.2
Total	195	223	259	291				

*First deadline for 2003-04 was August 16.
CASAS 2004

Data Quality

WIA agencies continue to focus on improving the quality of their data. Responses to the WIA Title II Survey indicate that one of the highest rated management strategies for 2003-04 was “assigning an assessment coordinator” and that one of the highest priorities for program improvement for the coming year (2004-05) is “improving data collection, uses, and outcomes.”

California has implemented quarterly data submission in response to the NRS Data Quality Standards and in compliance with 2002-03 federal requirements. WIA Title II Survey respondents indicate that this process facilitates quarterly data analysis and promotes enhanced data quality. Agencies state that they are able to identify and address problems of incomplete or inaccurate data earlier in the program year. Agencies confirm the need for accurate and readily available data:

The cleaner we can get the data on a quarterly basis, the more useful it is to us. This has been getting better and better. CCD

We have found the data so useful and need it so quickly that we have hired one person just to do the testing and report the data back. Adult School

Using Data at the Program Level

California WIA Title II providers continue to demonstrate improved data collection expertise and a desire to report clean and accurate data. WIA Title II agencies report that they use the TOPSpro data collection system to collect learner data, report test results, and document learner outcomes. Administrators and coordinators use available

learning gains reports in identifying areas of need, planning curriculum, and developing reports for stakeholders or funding sources. Through these documents, agencies also provide the CDE with statewide aggregated data to meet accountability requirements, assist in identifying state and local trends, and disseminate information on successful programs and instructional strategies. For information regarding use of data at the classroom level, see Chapter 7.

Throughout the state, agencies are increasingly using TOPSpro software, DynaReports (found on the CASAS Web site), and their local agency data to create site-specific reports. (See Appendix D for a list of TOPSpro reports.) Advancing technology has enabled agencies to sort data in a variety of ways. Sample topics include demographic detail, labor force detail, student test summary by site or class, and learning gains summary by agency or site or class.

More providers now state that they understand the power of data and have refined their data collection and reporting systems. They are currently exploring ways in which the data can assist them in increasing responsiveness to learner priorities, diagnosing problems, highlighting and leveraging successes, and facilitating continuous program improvement. Respondents shared the following examples of how they are using data:

I used TOPSpro reports and data to display our learners' progress in attaining their GED and high school diploma as evidence for our accreditation committee. I used the TOPSpro Update Record Summary and Payment Point Summary information to create a pie chart showing the number of learners by instructional program. The chart was so well received that we put it in our district's catalog. Adult School

We ran the Demographic, Entry, and Update Record Summary reports to get an idea of what our learners' goals and accomplishments were by age, ethnicity, and instructional hours. This information is useful in grant applications and reporting to our board members. CBO

We asked CASAS to create a report that shows the student's test summary and benchmark attainment. They created the Student Gains by Class Report. This allows us to show our teachers and students if they have earned a significant gain benchmark, two level advancement, and test history. We used to have to look at three reports to get the same information. Adult School

I analyze my site's Data Integrity Reports and compare them to each other. This allows me to see which sites are underperforming and what documentation is missing. We were able to determine why a particular site was having problems achieving their goals due to missing data. This allowed us to take corrective action sooner than we probably would have. Adult School

Following the recommendation based on 2001-02 survey results, the CDE continued its focus on professional development in the area of local data quality improvement in 2003-04. This enhanced support has enabled providers to improve data collection and

data quality substantially. Clean and accurate data provide the evidence necessary to identify effective strategies that improve programs and determine what to fund. The challenge in 2004-05 is to provide equally successful professional development opportunities supporting the enhanced use of data to drive program improvement and facilitate change.

Survey Question 1*: How does your agency use data and assessment results at the program level?

From a list of 6 response categories, more than 80 percent of respondents reported using data at the program level to provide feedback to staff, determine program improvement priorities, and determine future staff development.

**In each chapter, questions from the survey along with the major findings are highlighted by a textbox in the section of the chapter where responses are analyzed. This provides the reader with a quick review of major findings.*

On the 2002-03 WIA Title II Survey, 89 percent of respondents to this question indicated that they used data to “provide feedback to students.” On the 2003-04 survey, “provide feedback to students” was developed into a separate question in the classroom management section in order to obtain more detail (Question 2, found in Chapter 7).

In response to Question 1 of the 2003-04 survey, agencies indicated ways they used their data at the program level. As is evident in Table 3.2, more than 80 percent of respondents in 2003-04 reported using data at the program level in one or more of these ways:

- Provide feedback to staff (98 percent)
- Determine program improvement priorities (92 percent)
- Determine future staff development (80 percent)

**Table 3.2
2003-04 Agency Use of Data and Assessment Results at the Program Level**

Data Use	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Inform or provide feedback to staff	16	100.0	119	99.2	59	96.7	194	98.5
Determine program improvement priorities	15	93.8	110	91.7	58	95.1	183	92.9
Use as a staff development tool	15	93.8	104	86.7	39	63.9	158	80.2
Communicate with governance	14	87.5	84	70.0	28	45.9	126	64.0
Use as a marketing and recruitment tool	10	62.5	45	37.5	20	32.8	75	38.1
Other	3	18.8	13	10.8	3	4.9	19	9.6

CASAS 2004

Consistent with last year (2002-03), survey results documented that fewer providers used data to communicate with governance or used data as a marketing and recruiting tool.

It is apparent that as agencies develop confidence in their ability to generate accurate and timely data, they have begun to rely on their data not only to provide staff feedback, but also to inform their decisions on program improvement:

Assessment information is used to determine what students need towards achieving their goals. It helps in determining future projections for enhancing the current program and preparing the program to meet future needs. Library Literacy

We use data to determine the possible need for the development of new courses of study/changes in class content. State Agency

Data will be used as part of our WASC accreditation self study. Adult School

A comment from a participant in a focus group for medium to large agencies at the CASAS National Summer Institute supports this same conclusion:

We do funding allocation to different sites according to benchmarks: more benchmarks, more funds for that specific site.

4 STUDENT LEARNING GAINS AND OUTCOMES

This chapter examines accountability and learner data. The chapter also briefly looks at four years of WIA Title II learner participation data.

Literacy Skill Level Completion

The National Reporting System (NRS) established guidelines to determine educational gains based upon literacy skill level completion. From these guidelines, California negotiated statewide performance goals for its adult education providers. In Table 4.1 below, the first column identifies the level completion goals that the CDE negotiated with the United States Department of Education (ED) for each of the 12 NRS educational functioning levels, the second column indicates the percent of all WIA Title II learners with Entry Records who completed a skill level, and the third column indicates the percent of those Title II learners with both a pre- and a post-test who completed a skill level. The CDE uses CASAS assessments that measure literacy skills in a standardized continuum, providing an accurate and reliable measure of learning gains and goal attainment.

During the program year 2003-04, California met or exceeded 11 of 12 NRS core performance goals for literacy skill level completion. Based on the data cited in Table 4.1, those learners at all levels who remain in programs long enough to have paired (pre- and post-test) data have a considerably higher success rate.

Table 4.1
NRS Core Performance Measures: Literacy Skill Level Completion for NRS Eligible Learners

Entering Educational Functioning Level	Calif. 2003-04	Calif. 2003-04	Calif. 2003-04
	Performance Goal	Performance (against all enrollees)	Performance (against enrollees with pre- and post-test results)
	%	%	%
ABE Beginning Literacy	22.0	23.3	41.5
ABE Beginning Basic	28.0	41.1	79.6
ABE Intermediate Low	28.0	33.8	74.9
ABE Intermediate High	28.0	29.3	53.5
ASE Low	17.0	22.1	76.6
ASE High	13.0	29.3	69.6
ESL Beginning Literacy	26.0	35.4	87.2
ESL Beginning	26.0	31.1	67.6
ESL Intermediate Low	30.0	42.4	69.2
ESL Intermediate High	30.0	43.3	69.1
ESL Advanced Low	24.0	22.6	35.2
ESL Advanced High	NA	18.3	36.4

CASAS 2004

Increasing numbers of agencies are becoming aware that learning gains improve with increased time spent on the specified curriculum and are increasing efforts to improve student persistence. As one focus group participant observed:

We looked at data using paired scores vs. those students with only 12 hours of attendance. The entire department looked at the data (no teacher names) and set goals to increase the number (percentage) of paired scores for the next year.

For additional NRS historical literacy skill level completion data, see Appendix E.

Core Performance Follow-Up Measures

In addition to the Core Performance Literacy Skill level completion discussed at the beginning of this chapter, the NRS requires agencies to follow up on specific WIA Title II students who left the program. The purpose of the follow-up is to document learners' progress toward meeting the outcomes cited in Table 4.2. Local agencies are required to report these outcomes for those learners who selected one of the following four goals:

- Enter employment
- Retain employment
- Enter postsecondary education or training
- Attain a high school diploma or General Educational Development (GED)

Table 4.2
2003-04 Core Follow-Up Outcome Achievement

Core Follow-Up Outcome Measures	Participants with Main or Secondary Goal <i>N</i>	Participants Included in Survey or Data Match <i>N</i>	Participants Responding to Survey or Data Match <i>N</i>	Response or Data Match Rate %	Participants Achieving Outcome <i>N</i>	Weighted Percent Achieving Outcome %
Entered Employment	15,709	13,851	2,313	17%	1,288	55%
Retained Employment	9,137	7,974	1,058	13%	865	82%
Obtained GED or Secondary School Diploma	47,892	N/A	43,255	90%	12,470	29%
Entered Postsecondary Education or Training	14,730	12,841	2,162	17%	1,022	55%

CASAS 2004

California agencies followed up all eligible enrollees on three of the four core performance measures (entered employment, retained employment, and/or entered postsecondary education or training) by mail survey. Response rates ranged from 13 to 17 percent. Follow-up survey results show that:

- 55 percent of enrollees who indicated their program goal was to obtain employment achieved that objective.

- 82 percent of enrollees who indicated their program goal was to retain employment achieved that objective.
- 55 percent of enrollees who indicated their program goal was to enter postsecondary education achieved that objective.

In their responses to the WIA Title II Survey and focus group questions, providers cited the transience of the population as a barrier to tracking students who left the program. They also noted the minimal response rates from students to the follow-up survey and the reluctance of students to provide the types of information requested, because of privacy concerns. Add to this the labor and costs involved, and agency consensus was that the follow-up by mail survey required disproportionately high effort and expense.

Data match would eliminate the need for a mail survey by documenting employment-related goals and goals of entry into postsecondary education for WIA Title II programs. Data match also would provide continually updated, reliable, and comprehensive information to accurately reflect program success and assist in targeting program-level improvement, as well as inform policy decisions and state-level action. However, California does not have a unique or reliable student identification system, nor does the state currently allow data match on Social Security numbers to be used for tracking students who have goals of entering or maintaining employment or entering into postsecondary education or training.

Data match also would enable agencies to track students between programs or sites. Students who appear to have exited a program are often enrolled in other programs or locations within the city, county, or state. Lack of data match hampers the ability of the state to capture more complete and accurate data on these students as well as on the Core Performance indicators.

The CDE was able to use data match to document the numbers of students who attained a GED certificate and local agency records to verify numbers of students who obtained a high school diploma. During 2003-04 the percentage of students obtaining either a GED or high school diploma increased to 29 percent, a 1.4 percent increase over 2002-03.

For historical information on Core Follow-Up Outcome Measures, see Appendix E.

Four Years of Learner Participation Data

The numbers of enrollees in WIA Title II programs in California (those with Entry Records) increased by more than 198,000, or nearly 31 percent, over the four-year period from 2000-2001 to 2003-04 (see Table 4.3).

In addition:

- The percentage of learners with less than 12 hours of instruction has decreased slightly over the 4 years; however, the percentage remains at a level (above 20

percent) that presents a challenge to agencies to continue to work more closely with students to overcome attendance barriers.

- The percentage of learners under 16 years of age has fluctuated over the four years but has remained at less than one percent of the total learner count.
- Concurrent K-12 learners have increased steadily from 2.1 percent of the number of learners in 2000-2001 to 4.7 percent in 2003-04. Responses from the field indicate that this increase can be attributed to two factors: (1) increased graduation requirements for high school students mean more students require the support of adult education to meet those requirements in order to graduate with their classes, and (2) adult educators are making greater strides in collecting Entry and Update records on these students.
- The percent of learners without a valid instructional level has decreased annually (from 3.2 percent in 2001-02 to 2.0 percent in 2003-04). This decrease may reflect the continued efforts of agencies to improve their data collection processes. There has been a concerted effort by CDE, CASAS, and the professional organizations to develop quality data collection procedures in order to document more precisely the entire picture of those served in California.

Table 4.3
Four Years of Learners Entering Program But Dropped from Federal Tables

Number of Learners Entering Program and Hierarchically Dropped from Federal Table Inclusion	2000-01	2001-02	2002-03	2003-04
Learners with Entry Records	644,062	771,905	815,310	842,464
Learners < 12 hours of instruction	154,492	190,507	191,349	189,171
Learners < 16 years	2,678	4,096	3,944	5,164
Learners concurrently enrolled in HS or K-12	13,842	25,275	31,245	39,380
Learners without a valid instructional level	N/A	25,072	23,461	17,175
Number of Learners Included in Federal Tables	473,050	526,955	565,311	591,574

CASAS 2004

NRS requirements limit the reporting of data to those learners who have completed 12 or more hours of instruction, are not concurrently enrolled in a K-12 program, are at least 16 years of age, and have a valid instructional program. Applying the NRS criteria substantially decreases the number of learners that California is able to include in its reports to the ED. Of the 842,464 learners with Entry Records in 2003-04, nearly 30 percent of those enrolled (250,716) could not be included in the report because they did not meet one or more of the previously cited NRS criteria.

Table 4.4 provides summaries of data on learner performance outcomes. The number of learners included in the Federal Tables has increased by 118,524 learners (30.8 percent) over the past 4 years. The number of learners receiving a GED certificate or high school diploma over the past 4 years has increased by more than 60 percent.

Table 4.4
Performance Outcome Summary of Learners Included in Federal Tables for Four Years

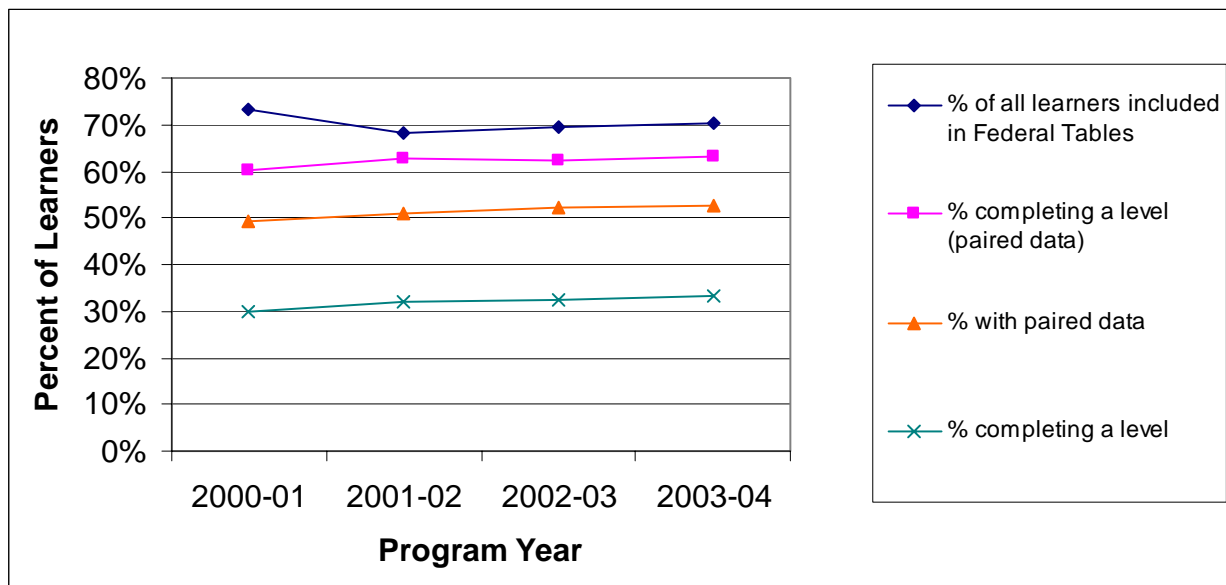
Learners Included in Federal Tables	2000-01	2001-02	2002-03	2003-04
Number of learners included in Federal Tables	473,050	526,955	565,311	591,574
Learners without paired data	240,434	257,649	270,255	280,629
Learners in Federal Tables with paired data	232,616	269,306	295,056	310,945
Learners completing a level	140,532	169,007	184,277	195,849
Learners progressing within a level (paired data)	68,257	74,409	80,221	80,358
Learners receiving GED or HS diploma	7,609	9,361	12,364	12,470

CASAS 2004

Figure 4.1 summarizes the salient data rates for the past four years.

- Between 2000-2001 and 2001-02, the percentage of learners included in the Federal Tables decreased; however, between 2001-02 and 2003-04 the percentage has gradually increased.
- Agencies increased the percentage of learners with paired data (from 49.2 percent in 2000-2001 to 52.6 percent in 2003-04), the percentage of learners completing a level (from 29.7 percent in 2000-2001 to 33.1 percent in 2003-04), and the percentage of learners with paired data completing a level (from 60.4 percent in 2000-2001 to 63 percent in 2003-04).

Figure 4.1
Salient Data Rates for Four Years



As WIA agencies continue to increase the use of their individual data to make informed program decisions, they are also moving toward an understanding of the impact their data has on the collective state data. Responses from the field indicate that most agencies have now put processes in place to enable them to collect and report quality data that will positively affect performance results in California.

The process of data collection and submission seems to be going faster this year. We are still cleaning data, but it's not as much. Our benchmarks are so much easier to realize. Jail Program

For additional information on how agencies are using their data, see Chapters 3 and 7. For information on performance outcomes of EL Civics learners, see Chapter 8.

5 PROGRAM MANAGEMENT AND PROFESSIONAL DEVELOPMENT

This chapter focuses on how agencies have implemented changes at the program management level and on program improvement and professional development priorities for 2004-05.

Effective Program Management Strategies

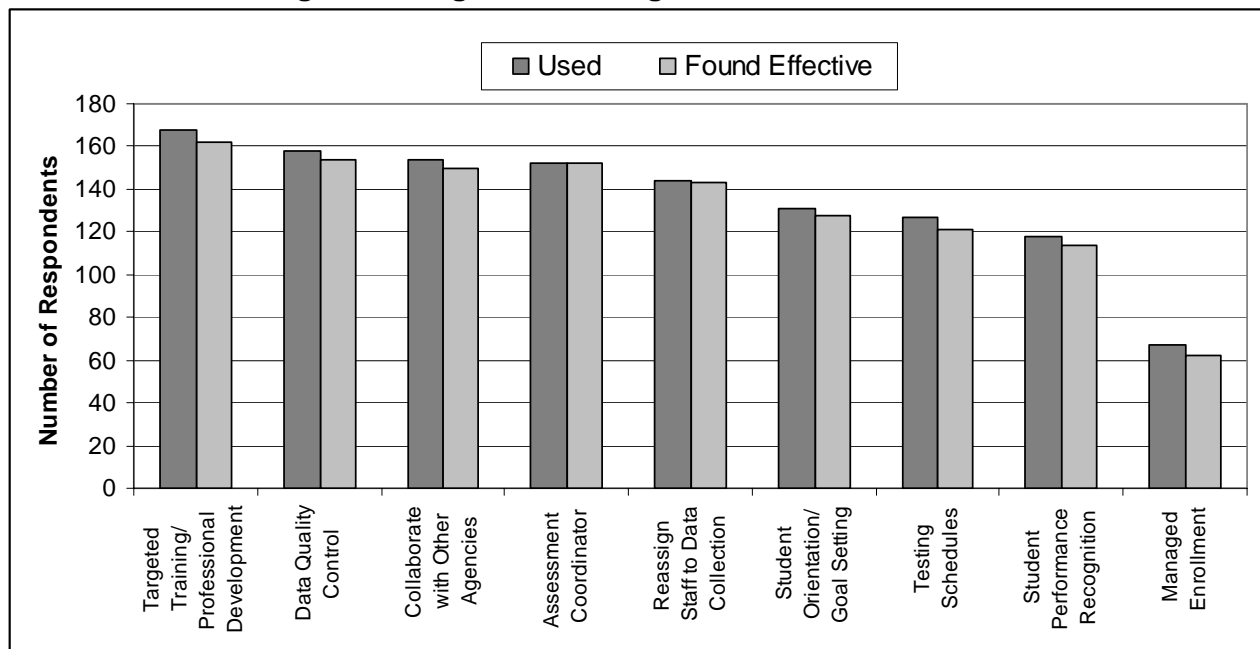
Survey Question 3: **For those strategies listed below that your agency employed in 2003-04, please indicate whether your agency found the strategy effective or ineffective. If your agency did not employ the strategy, please select N/A.**

The four most used strategies:

- Providing targeted training and professional development for all staff.
- Setting up data quality control processes such as reviewing all forms and answer sheets prior to scanning.
- Collaborating with other agencies.
- Providing a coordinator in charge of assessment.

Question 3 of the WIA Title II Survey asked agencies to respond to a list of program management strategies indicating those strategies they had used and found effective, those they used and found ineffective, or those they did not use. As indicated in Figure 5.1, responses to this question demonstrate that of the agencies that used each strategy, more than 92 percent found each effective.

Figure 5.1
2003-04 Effective Program Management Strategies



All 152 agencies (100 percent) that used the strategy of hiring an assessment coordinator found that strategy to be effective. The most used strategy was that of providing targeted training and professional development for all staff. Of the 168 agencies that indicated they used this strategy, 96.4 percent found it to be effective.

None of the strategies categorized as ineffective were identified as ineffective by more than 7.5 percent of the agencies. The strategy that 65.1 percent of the agencies stated they did *not* use was implementing managed enrollment. However, 92.5 percent of the respondents who used this strategy stated it was an effective strategy:

Managed enrollment has been very beneficial. With the constant turnover of students in the past being a major problem, we have loved managed enrollment. The students seem to have more of an investment and we have had much better attendance. Adult School

Besides the myriad of reasons managed enrollment has improved our program—a more serious attitude towards learning English, a more focused curriculum, more communication and continuity of instruction—the fiscal impact has been important. Even though we have a smaller number of students—we have continually increased the hours students attend. I think many schools with open-entry open exit experience larger numbers of students but do not retain them. We continue to have 80 percent retention (+ or - 3 percent) and 50 percent of our students successfully exit or are promoted within our program every 9 weeks. CCD

The following comment from a large CCD provides insight into the challenges that agencies may face when attempting to implement managed enrollment:

We like the concept of managed enrollment, and we even did a pilot for two semesters to see how it would work. We used an 18-week session and closed student enrollment after two weeks. We found that enrollment dropped but benchmarks went up. Both instructors and students liked the concept. It provided consistent enrollment for instruction and students were glad to have a defined attendance period. The concern with getting buy-in is one of average daily attendance (ADA). We have mostly adjunct instructors who worry about losing their jobs when their enrollment drops. An enrollment drop is also a concern of administrators.

Historically, agency management strategies have shifted emphasis from improving data collection processes, now viewed by most as fundamental, to the analysis and use of data as a management tool. In 2000-2001, most agencies (98 percent of survey respondents) reported that accountability requirements had noticeably affected their programs and strained their resources. Year 2001-02 survey respondents reflected progress in implementing accountability systems and improving data quality. In 2002-03, providers across the board cited sharing data and assessment results with staff as one of

the most effective program management strategies, again demonstrating a change in focus from data collection to data analysis and use.

Survey Question 4: Please briefly describe any program management strategy other than those listed above that your agency found to be particularly effective.

Fifty-seven of the 197 respondents listed additional strategies. Of the 57 respondents, the greatest number of agencies identified the strategy of organizing testing processes as effective.

Question 4 asked survey respondents to indicate additional effective program management strategies *not* identified as options in Question 3. Fifty-seven of the 197 respondents (28.9 percent) listed additional strategies. Of the 57 respondents to this question, the greatest number of agencies (34, or 59.6 percent) identified the strategy of organizing testing processes as effective. Suggested strategies included scheduling test make-ups for absent students, hiring full-time TOPSpro technicians, setting scanning routines, assigning a full-time test administrator, coordinating CASAS testing for EL Civics, identifying testing teams, using volunteers, and providing roving testers.

The next two strategies identified as being most effective (19.3 percent each) fell into one of two areas: (1) making or changing classroom management processes, and (2) scheduling meetings to facilitate communication. Strategies that involved changing classroom management included open enrollment, one-on-one tutoring using high school and university students, student pull-out programs for specific EL Civics objectives, adoption of a schoolwide curriculum calendar in which similar modules are taught in all classes at the same time, mentor teachers, and instructors working in collaborative teams. Strategies that facilitated communication included formally scheduled staff meetings for administrators and instructors; a CASAS advisory board that met quarterly; bi-weekly meetings of TOPSpro staff; and informal collaboration among teachers, staff, and administrators.

Program Improvement Priorities

Survey Question 7: Please list your agency's three highest priorities for program improvement in 2004-05.

More than 60 percent of the responses could be placed into the following three categories: (1) student retention (persistence), (2) curriculum development or improvement, and (3) data collection, uses, and outcomes.

Question 7 asked respondents to identify three highest priorities for program improvement for the 2004-05 program year. Table 5.2 categorizes the 564 responses from 184 agencies into the 8 categories listed. More than 60 percent of the responses grouped into the following three categories:

- Student retention or persistence—More than 50 percent of the 123 respondents to this question stated “retain more students,” while slightly less than half specified strategies to improve persistence: provide student support services, set goals with students, develop a student orientation, implement managed enrollment, and provide recognition awards.
- Curriculum development or improvement—Of the 115 respondents in this category, 77.4 percent indicated updating curriculum was a goal and 22.6 percent plan to develop new curriculum.
- Data collection, uses, and outcomes—Of the 108 responses in this category, 49.1 percent of the respondents plan to increase their use of data to inform classroom instruction more effectively, 27.8 percent want to improve data collection, and 23.1 percent hope to increase student outcomes (benchmarks).

For the 2004-05 program year, agencies of all sizes indicate a need to increase student persistence, update their current curriculum, and use their data to improve classroom instruction.

Table 5.1
Program Improvement Priorities for 2004-05

Priority	Large <i>N</i>	Medium <i>N</i>	Small <i>N</i>	Total <i>N</i>
Retention (persistence)	9	71	43	123
Curriculum development and improvement	15	63	37	115
Data collection, uses, and outcomes	9	81	20	110
Staff development	7	46	17	70
Increased use of technology	6	44	10	60
Recruitment	0	28	27	55
Community collaboration	0	10	7	17
Increase staff	0	5	9	14

*Total respondents: 15 large, 113 medium, 56 small
CASAS 2004*

The following comments provide insight into agency priorities:

Finding ways for students to recognize their progress which motivates them to better attendance and confidence. Small CBO

We would like to incorporate family literacy objectives into our program. Small CBO

Ensure lesson plans that encompass CASAS, model standards, and the CASAS competencies. Develop a cohesive and all encompassing curriculum. Medium-sized Adult School

Expand to another school site for more convenient classes. Small COE

Increase student retention through improved instructional strategies. Large CCD

Incorporate a strong math and writing component into the curriculum. Small Library Literacy

Improve student tracking, including improved usage of current data collected. Large Adult School

Better integrate CASAS results into instruction. Medium-sized Adult School

In an examination of the data from the perspective of agency size, the three priorities indicated above remain the highest priorities; however, the order changes depending upon agency size. Large agencies plan to emphasize curriculum development and improvement, medium-sized agencies will divide their efforts among the three categories, and small agencies plan to spend nearly half their efforts on retention (persistence) and curriculum development or improvement.

In 2001-02, agency priorities focused on systematizing data collection and improving procedures for student assessment. In 2002-03, the foremost priority among most providers was technology implementation. In 2003-04, increasing student persistence became the foremost priority, but curriculum development along with improving both the amount of data collected and its use have continued to remain high priorities overall.

Improving Student Persistence

Survey Question 5: Please identify key factors in the list below that have had a positive impact on student retention (persistence) in your agency.

More than 70 percent of respondents cited 6 factors as positively affecting persistence. Of those 6 factors, 3 were cited by more than 85 percent of respondents: instruction targeted to students' needs and goals, open enrollment, and student goal setting.

Having students persist in program long enough to attain their goals or affect positive changes in their literacy is a goal for all providers of adult education. As indicated in Chapter 4, research supports the concept that the more time learners participate, the better their progress. As one focus group member explained:

Making a correlation between student gain and attendance for students showed that students with better attendance scored better at post-test time.

Respondents to Question 5 identified a number of key program management strategies having a positive impact on student persistence in their programs. Table 5.2 identifies those key factors. A change in wording of the WIA Title II Survey question from 2002-03 to 2003-04 prevents a historical comparison of data.

Table 5.2
Key Factors with a Positive Impact on Student Retention by Program

Factors	Used		Positive Impact			Did Not Use	
			ABE	ASE	ESL		
	N	%	N	N	N	N	%
Targeting instruction to students' needs and goals	189	95.9	129	115	169	8	4.1
Open enrollment	187	94.9	106	99	142	10	5.1
Student goal setting	173	87.8	110	105	130	24	12.2
Availability of student support services	157	79.7	97	95	122	40	20.3
Student bonding with individual teachers	148	75.1	89	80	125	49	24.9
Student orientation program	144	73.1	79	91	102	53	26.9
Reward and recognition programs for goal attainment	135	68.5	63	66	102	62	31.5
Reward and recognition programs for attendance	127	64.5	52	39	101	70	35.5
Managed enrollment	85	43.1	24	29	58	112	56.9

Total respondents: 197
 CASAS 2004

More than 70 percent of respondents indicated that the following six factors positively affected persistence:

- Instruction targeted to students' needs and goals (95.9 percent)
- Open enrollment (94.9 percent)
- Student goal setting (87.8 percent)
- Availability of student support services (79.7 percent)
- Student perception of individual teachers (75.1 percent)
- Student orientation program (73.1 percent)

On the WIA Title II Survey, 15 agencies identified strategies, other than those listed in Question 5, that increase student persistence. Of the 15 comments, 11 relate to "classroom structure." These strategies included grouping and pairing students to increase student practice with lesson materials as well as classroom management strategies including beginning class on time, setting agendas, and setting high expectations of students. Respondents provided examples of some these strategies:

We like individual and small-group teacher-to-student contact (Distance Learning, Independent Study) ESL, ABE/ASE Student Advisory. Adult School

A good attendance policy that is adhered to has been effective. Medium-sized Adult School

According to a study conducted by our retention [persistence] committee, the following factors support retention in ESL classes—structured classes with weekly or daily routines, syllabi, agendas and classroom management through teams, and high expectations of the instructor. Large CDD

Six of the 15 respondents to the “Other” option of Question 5 noted that providing childcare and transportation positively affected persistence as well.

The results of a student persistence study performed by a large community college district support many of the WIA survey responses. The college reviewed attendance data from its ESL classes and identified eight classes with high student persistence rates. Staff then observed each of the classes and identified the following factors that seemed to affect student persistence:

- Began class on time—eight teachers
- Had a plan for welcoming new students—eight teachers
- Implemented strategies from the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS)—seven teachers.
- Had a set syllabus—seven teachers
- Gave homework—seven teachers
- Posted or stated an agenda every day—six teachers
- Formally graded homework or class work—six teachers
- Gave tests—six teachers
- Gave certificates or prizes for attendance or achievement—five teachers
- Gave oral praise as the main reward (teacher or peer)—five teachers

In the community college persistence study, students responded to a question asking why they continue to come to class. More than 57 percent responded that they need English for a job, were progressing toward a goal, and were learning important information. Their statements support the premise that the main reason students continue to attend school is that their needs and goals are being met. The following comments highlight the efforts agencies are making toward improving student persistence:

Usable content that relates to the lives of the students makes them more motivated and they stay, with a higher buy-in, and they also bring in new students. Adult School

We have implemented a new student orientation, but it is still so new that we don't know how effective it will be. We hope it will help our students to problem-solve transportation, child care, and other issues that affect attendance. CBO

Managed enrollment in ESL continues to be the most positive factor in improved retention [persistence]. Adult School

We hired an EL Civics lead teacher to integrate the use of technology in EL Civics lessons, develop curricula, mentor teachers in the use of technology, and increase student attendance and retention [persistence]. Adult School

The agency plans to continue this persistence study over the next few months.

Survey Question 6: Please note any strategy that has had a *negative impact* on student retention or persistence in your agency.

Of the 90 responses, 57 were in one of two groups: factors of a personal nature to students (e.g., changes in work schedules) and factors affecting classroom management (e.g., multi-level classes).

Of the 90 responses to Question 6 of the survey, 57 were in one of two groups. Twenty-five agencies listed negative factors of a personal nature to students: changes in employment schedules or seasonal employment, course requirements, and full-time employment along with family obligations leaving no time to attend classes. Of these, the majority listed seasonal employment causing transient student attendance patterns. In the spring of 2003, a community college district persistence report that tallied 1,179 student surveys to identify reasons for students dropping classes concluded, “the main reasons for dropping were a job schedule change or moving.”

Respondents’ comments illustrated the negative impact some of these personal factors had on student persistence:

Because we are still an agricultural community, many of our students’ attendance is affected by the weather and the crops. Cherries had an early season this year and we have lost many students who work in areas related to processing and picking. Additionally, many of our male students are dependent upon their schedules at local dairies. No matter how many positive factors we implement, this situation is our major negative factor. Medium-sized Adult School

For ESL – long working hours during crop picking and no child care services are barriers. Small CBO

Many students [in all three categories] are migratory and do not attend school on a consistent basis. I also think the anti-immigration sentiment in the country has discouraged recent immigrants from interacting with government agencies. Adult School

The Algebra requirement for graduation in our ASE program is an issue for our students as is the High School Exit exam coming in the ASE program. There is economic stress on all students and EL Civics projects send attendance down in many classes—students do not perceive it as ESL. Large Adult School

ESL students seem to be entering the job market earlier. Even students in the literacy level classes leave for jobs. Until recently, we didn’t see them leaving until the beginning high level. Also, we could easily exceed our 7 percent cap on distance learning, especially with the impact economic changes are having on our students’ ability to attend classes. ABE and ASE are also being impacted by students leaving for jobs. There are also more 18-year olds entering our program

but not staying because of lack of interest. The increase in younger, immature students who are disruptive in the classroom and require more of the teacher's attention are impacting the persistence of the more mature learners. Medium-sized Adult School

The biggest barrier to our ABE students is their homelessness. Small CBO

In addition to personal issues, 22 agencies listed negative factors that related to the category of classroom management: multi-level classes, program changes, large classes, and the lack of classrooms with a multi-level focus.

Respondents commented:

Due to the variation of learning levels within one classroom, some students are overwhelmed with the curriculum's material while other students would like to move at a more rapid pace. The individual assistance and homework assignments help to bridge the gap; however, these learning level challenges have contributed to the low attendance for this year. Small COE

Open enrollment is an instructional challenge. We are weighing managed vs. open in maintaining attendance. Medium-sized Adult School

Managing multi-level ESL classes has been problematic. Not specifically identifying and addressing the needs of literacy and beginning-low level students negatively impacted retention. Small Adult School

Agencies know that strengthening their programs leads to increased student persistence. As discussed in Section 3.4, a priority management strategy identified by survey respondents for program improvement for 2003-04 was to implement student orientation and goal-setting processes. In addition, targeting instruction to student needs was a priority instructional strategy discussed in Section 4.1 for 2003-04.

To summarize, assisting students to identify their needs and set their own educational goals is a priority for successful agencies. When those goals are articulated to classroom instructors, class curriculum and activities can be modified to support those goals whenever possible. Most of California's WIA agencies indicated that they emphasize this priority:

Student needs assessments provide the basis for selection of instructional goals and curriculum topics as well as guiding the teachers in their implementation of various instructional strategies. Medium-sized Adult School

A majority of the respondents recognized that increasing student persistence is a priority, and agencies continue to implement strategies for program improvement toward that end.

2004-05 Professional Development Needs

The WIA Title II survey asked respondents to indicate their agency's anticipated priorities for professional development in 2004-05 for each of the following categories: administrators and coordinators, instructors, and other staff.

Professional Development Needs for Administrators and Program Coordinators

Survey Question 14: **What are your agency's anticipated priorities for professional development for administrators and coordinators in 2004-05?**

The highest rated response categories were budget issues; data quality improvement; and data analysis and using TOPSpro data to manage and improve programs.

In Question 14, when asked to rank a list of topics by degree of importance (high, medium, or low) for the program year 2004-05, the highest percentages of respondents (more than 65 percent) identified the following high priority professional development needs for administrators and coordinators:

- Budget issues (number one last year)
- Data quality improvement (number five last year)
- Data analysis and using TOPSpro data to manage and improve programs (number two last year)

Table 5.3
2004-05 Priority Professional Development Needs for Administrators and Coordinators

Professional Development Needs	2004-05 Total %
Budget issues	66.7
Data quality improvement	65.2
Data analysis and using TOPSpro data to manage and improve programs	65.2

*Total respondents: 188
CASAS 2004*

EL Civics, identified by 39 percent in 2002-03 as a high priority for professional development, has increased to nearly 62 percent in 2003-04. The California High School Exit Exam and GED were identified as a priority by 41 percent of the respondents in 2002-03 and that percentage has increased to 44 percent in 2003-04.

When averaged across all three size categories, the category of budget issues was the highest ranked professional development priority for administrators and coordinators in 2002-03 and remained the highest for 2003-04. Budget issues ranked number one for medium-sized agencies and three for both large and small agencies. Only large agencies ranked technology as one of their highest four priorities.

Table 5.4
2004-05 Priority Professional Development Needs for Administrators by Agency Size

Large	%	Medium	%	Small	%
Data quality improvement	81.3	Budget issues	68.4	Data quality improvement	66.1
Technology use, including database management other than TOPSpro	81.3	Data analysis and using TOPSpro data to manage and improve programs	64.0	Data analysis and using TOPSpro data to manage and improve programs	64.4
Budget issues	75.0	Data quality improvement	61.4	Budget issues	57.6
Data collection and TOPSpro implementation	75.0	EL Civics	61.4	Data collection and TOPSpro implementation	57.6
				EL Civics	57.6

*Total respondents: 16 large, 113 medium, 59 small
 CASAS 2004*

One respondent from a large community college commented:

An additional burden these past several years has been to create several budget scenarios throughout the year. We never knew when and if our funding would be cut. We would begin the year with one budget then create several additional “what if” budgets.

With the exception of budget issues, data-related topics were the highest priority for agencies of all sizes. In 2001-02 TOPSpro data collection and quality was a high professional development priority for administrators. In 2002-03 data analysis and using data to manage and improve programs was a high priority—a high priority in 2003-04 as well. As agencies realize the importance of having quality data for program planning and program improvement, they are emphasizing training for those in the agency who are in decision-making positions.

We need more training on our agency’s NRS performance goals compared to California’s statewide NRS goals. We need to know what data gets into our agency’s Federal Tables and what we need to do to improve our performance.
 Adult School

The agency will provide more specific training for test administration. Medium-sized Adult School

We must improve and refine data collection. Medium-sized Adult School

Although not ranked in the same order, the three highest priorities for professional development for administrators remained essentially the same for small, medium, and large agencies. The one difference (technology use, including database management other than TOPSpro) appears as the second priority for large agencies.

Professional Development Needs for Instructors

Survey Question 15: What are your agency's anticipated priorities for professional development for instructors in 2004-05?

The highest rated anticipated priorities were curriculum development, improvement, or revision; EL Civics; and data analysis and using TOPSpro data to target instruction.

Question 15 asked agencies to rank a list of anticipated professional development needs for instructors by the degree of importance (high, medium, or low) for 2004-05. More than 58 percent of agencies listed the following as high priority:

- Curriculum development, improvement, revision
- EL Civics
- Data Analysis and using TOPSpro data to target instruction

Table 5.5
2004-05 Priority Professional Development Needs for Instructors

Professional Development Need	2004-05 Total %
Curriculum development, improvement, revision	64.4
EL Civics	62.2
Data analysis and using TOPSpro data to target instruction	58.3

*Total respondents: 188
CASAS 2004*

Some form of technology training has been an agency priority for instructors over the past several years. In 2002-03, 63 percent of respondents listed two technology-related priorities for professional development for instructors: (1) implementing or integrating technology, and (2) technology-based instructional strategies. In 2003-04, 55 percent of respondents selected the category of computer-based instructional strategies and curricula.

Now that we have all this data, my staff needs more training on how to use this information effectively in the classroom and reporting to the board. I want my staff to understand what the trends are in our data. We need to take action to correct the negative issues and commend those who are exceeding expectations. Adult School

As agencies look forward to 2004-05, EL Civics (ranked seventh in 2002-03) and data analysis (ranked fourth) have become higher priority items for instructors.

Curriculum development, improvement, and revision was listed as a high priority for agencies of all sizes, while EL Civics training was listed as a high priority for small and medium agencies. Staff development for instructors in the area of instructional strategies and research-based methodologies was a high priority for large agencies.

Table 5.6
2004-05 Priority Professional Development Needs for Instructors by Agency Size

Large	%	Medium	%	Small	%
Instructional strategies, research-based methodologies	81.3	Curriculum development, improvement, revision	63.2	Curriculum development, improvement, revision	64..4
Curriculum development, improvement, revision	68.8	EL Civics	63.2	EL Civics	59.3
Computer-based instructional strategies and curricula	68.8	Computer-based instructional strategies and curricula	60.5	Data analysis and using TOPSpro data to target instruction	59.3
Integration of other technology	68.8	Data analysis and using TOPSpro data to target instruction	57.9	Alignment of curriculum with CASAS Competencies	57.6

*Total respondents: 16 large, 114 medium, 58 small
 CASAS 2004*

In support of the large agency focus on research-based methodologies, one of the CDE supported Leadership Projects, CALPRO, is launching a “research to practice” initiative with three areas of focus: making research available to practitioners, helping adult educators translate and transfer research to practice, and supporting adult educators in conducting their own field-based research.

Professional Development Needs for Other Staff

Survey Question 16: What are your agency’s anticipated priorities for professional development for other staff in 2004-05?

The highest rated needs for other staff were data quality improvement, data collection and TOPSpro implementation, and cross training of support staff.

When asked in Question 16 to rank a list of topics by degree of importance (high, medium, or low) for 2004-05, the highest percentage of total respondents (more than 50 percent) identified the following high priority professional needs for other staff:

- Data collection and TOPSpro implementation
- Data quality improvement
- Cross-training of support staff
- Communication skills and customer service

Table 5.7
2004-05 Priority Professional Development Needs for Other Staff

Professional Development Need	2004-05 Total %
Data quality improvement	62.6
Data collection and TOPSpro implementation	57.1
Cross-training of support staff	51.9
Communication skills and customer service	51.4

*Total respondents: 185
CASAS 2004*

Agencies that responded to the 2002-03 WIA Title II survey noted the same priorities, with a continued focus on data collection and data quality.

We need more training on how to export the TOPSpro data into a spreadsheet so that we can use visual graphs and charts to more effectively demonstrate our program's effectiveness and successes. Adult School

I wear several hats in my organization, so it is important for me to know the priorities and right ways to collect the data for state and federal reporting. The California accountability regional trainings and TOPSpro networking groups have provided me with wonderful resources and methods that have made this process less difficult. CBO

Table 5.8
2004-05 Priority Professional Development Needs for Other Staff by Agency Size

Large	%	Medium	%	Small	%
Communication skills and customer service	81.3	Data quality improvement	64.0	Data collection and TOPSpro implementation	50.8
Data quality improvement	75.0	Data collection and TOPSpro implementation	57.0	Data quality improvement	49.2
Use of technology, including computer literacy	75.0	Cross-training of support staff	50.9	Cross-training of support staff	44.1
Cross-training of support staff	75.0	Communication skills and customer service	50.0	Program administrative issues, such as attendance	44.1

*Total respondents: 16 large, 113 medium, 56 small
CASAS 2004*

Large agencies report a greater need for the development of communication skills and customer service among other staff, while medium-sized and small agencies indicated that professional development on data collection and quality would be most beneficial.

Providing professional development for administrators, coordinators, instructors, and other staff is a high priority for all agencies. Agency respondents indicated that professional development was not only the most widely used program management

strategy in 2003-04, but also the most effective program management strategy. In addition, when asked what they were currently doing to adapt to state budget cuts, respondents noted that cutting back on staff development—including conferences and workshop attendance—was not a priority measure.

6 MANAGEMENT OF PROGRAM RESOURCES

This chapter reviews agency use of program resources, the effectiveness of those resources, and anticipated use of the resources in 2004-05.

Accessing Resources of the California State Leadership Projects

During 2003-04, the challenge for the CDE was to provide the necessary support to all 291 WIA Title II agencies to meet or exceed core performance goals. Depending on their expertise and prior training, new and continuing agencies required varying levels of technical assistance and training to provide educational services that complied with state and federal guidelines for reporting and accountability. The CDE assists agencies in meeting this challenge by providing support through professional development contracts with the four State Leadership Projects: OTAN (Outreach and Technical Assistance Network), CASAS (Comprehensive Adult Student Assessment System), CALPRO (California Adult Literacy Professional Development Project), and CDLP (California Distance Learning Project). Each of the Leadership Projects provides professional development, training, and technical assistance related to its identified focus area—technology, accountability, instructional leadership, and distance learning.

Question 17 on the 2003-04 WIA Title II Survey asked agencies to identify how they used the support resources available through the State Leadership Projects during 2003-04 and what their anticipated priority of use would be in 2004-05.

OTAN

Survey Question 17: How has your agency used the support resources available through the Leadership Projects during 2003-04, and what priority of use does your agency anticipate for 2004?

Responses on OTAN: Of 182 respondents, 85.2 percent indicated that they most frequently used the following OTAN resources: (1) calendars of upcoming events and due dates, (2) information on state and federal legislation and budget information, (3) curriculum resources, and (4) technology workshops. Respondents anticipated a high priority of use of those same measures in 2004-05.

Because of the continued educational focus on technology, 85.2 percent of the 182 agencies that responded to this question indicated that they used all aspects of support provided by OTAN, and each of the support activities was used more than 75 percent of the time.

Agencies that used the resources offered by OTAN reported that they used the calendars, notices of upcoming events, CDE reports, and due-date notices most frequently, with 95.5 percent indicating that they used these support measures either often (71.1 percent) or sometimes (24.4 percent). As indicated by 87.3 percent of the respondents, agencies also relied on OTAN to provide information and updates on state and federal legislation, budgets, and education codes.

More than 86 percent of the respondents used OTAN support resources such as course outlines, lesson plans, and curriculum resources for instructors, along with technology workshops, mentoring, technical assistance, Web site and Internet access, and computer-assisted instruction (CAI).

Table 6.1
Percentage of Types of Support Agencies Received in 2003-04 and Percentage of Priority of Use for 2004-05

OTAN (Outreach and Technical Assistance Network) Support Activities and Resources	Frequency of Use in 2003-04		Anticipated Priority of Use in 2004-05		
	Often or Sometimes %	Almost Never or Never %	High %	Medium %	Low %
Calendars, notices of upcoming events, CDE reports, due dates	95.5	4.4	75.7	19.3	5.0
Information on legislation, budgets, ed codes, state and federal updates	87.3	12.8	61.9	25.4	12.7
Course outlines, lesson plans, curriculum resources for instructors	86.6	13.4	52.8	36.7	10.6
Technology workshops, mentoring, TA, Web site or Internet access, CAI	86.1	14.0	46.1	41.1	12.8
Announcements of and assistance with grant proposals, applications etc.	82.5	17.6	59.3	25.8	14.8
Newsletter and Webcasts	82.4	17.5	27.5	51.7	20.8
Research studies, information downloads	75.9	24.2	29.1	48.6	22.3
Average Use	85.2	14.8	50.3	35.5	14.1

*Total respondents: 182
CASAS 2004*

When respondents gauged their 2004-05 priority of use for OTAN support resources, they indicated that the resources they used most often in 2003-04 would remain as a high priority in 2004-05.

CASAS

Survey Question 17: How has your agency used the support resources available through the Leadership Projects during 2003-04, and what priority of use does your agency anticipate for 2004?

Responses on CASAS: Of 186 respondents, 84.3 percent indicated that they most frequently used the following CASAS resources: (1) regional training for accountability and TOPSpro; (2) testing materials, including support materials; and (3) regional network meetings for TOPSpro, EL Civics, and use of data and reports. Respondents anticipated a high priority of use of those same measures in 2004-05.

With growing awareness of the need for and use of accountability measures, 84.3 percent of 186 respondents to Question 17 indicated that they use the resources and support provided by CASAS more than 68 percent of the time.

Three resources were used by more than 92 percent of the respondents who reported frequent use of the resources offered by CASAS either often or sometimes:

- Regional training for accountability and TOPSpro (95.2 percent)
- Testing materials, including support materials (93.9 percent)
- Regional network meetings for TOPSpro, EL Civics, and use of data and reports (92.9 percent)

More than 88 percent of these respondents also used CASAS technical assistance (telephone, e-mail, online forums, and Web site) often or sometimes.

Table 6.2
Percentage of Types of Support Agencies Received in 2003-04 and Percentage of Priority of Use for 2004-05

CASAS (Comprehensive Adult Student Assessment System) Support Activities and Resources	Frequency of Use in 2003-04		Anticipated Priority of Use in 2004-05		
	Often or Sometimes	Almost Never or Never	High	Medium	Low
	%	%	%	%	%
Regional training for accountability and TOPSpro	95.2	4.8	70.1	21.7	8.2
Testing materials including support materials	93.9	6.1	77.9	14.9	7.2
Regional network meetings for TOPSpro, EL Civics, Use of data and reports	92.9	7.1	74.3	20.2	5.5
Technical assistance including telephone, e-mail, online forums, Web site	88.5	11.5	50.3	35.9	13.8
Consortium meetings and Summer Institute	79.6	20.4	51.9	33.7	14.4
Regional training for standardized assessment implementation (reading, listening, and math)	78.2	21.7	44.0	35.7	20.3
Regional training for use of data to inform instruction, improve programs. provide reports to stakeholders	77.5	22.5	50.8	35.8	13.4
Regional training for citizenship assessment, writing assessment, additional performance assessments	68.7	31.3	44.7	33.0	22.3
Average Use	84.3	15.7	58.0	28.9	13.1

*Total respondents: 186
CASAS 2004*

Looking toward 2004-05, more than 70 percent of respondents using CASAS resources indicated that they anticipated the same three support measures to remain a high priority, while they appeared to be less certain of their technical assistance needs, with 50 percent of respondents indicating that it would remain a high priority.

CALPRO

Survey Question 17: How has your agency used the support resources available through the Leadership Projects during 2003-04, and what priority of use does your agency anticipate for 2004?

Responses on CALPRO: Of 181 respondents, 67.2 percent indicated that they most frequently used the following CALPRO resources: (1) newsletter, workshop schedules, and notices; (2) professional development workshops for instructional and administrative staff; and (3) focused networking meetings. Respondents anticipated a high priority of use of those same measures in 2004-05.

Of 181 respondents to Question 17, more than two-thirds (67.2 percent) used instructional leadership support resources provided by CALPRO. Of the agencies that reported using these instructional leadership support services, 83.5 percent cited use of the newsletter, workshop schedules, and notices either often or sometimes.

More than 79 percent of respondents who used CALPRO resources identified two additional support services that they used with frequency: (1) professional development workshops for instructional and administrative staff delivered through Regional Resource Centers – now called Professional Development Centers, and (2) focused networking meetings in ABE, GED, ASE, ESL, EL Civics, CBET, and for CBOs.

Table 6.3

Percentage of Types of Support Agencies Received in 2003-04 and Percentage of Priority of Use for 2004-05

CALPRO (California Adult Literacy Professional Development Project) Support Activities and Resources	Frequency of Use in 2003-04		Anticipated Priority of Use in 2004-05		
	Often or Sometimes %	Almost Never or Never %	High %	Medium %	Low %
Newsletter, workshop schedules, notices	83.5	16.6	45.9	39.8	14.4
Professional development workshops for instructional and administrative staff delivered through Regional Resource Centers	79.6	20.4	59.1	30.4	10.5
Focused networking meetings (ABE, GED, ASE, ESL, EL Civics, CBET, CBOs)	79.1	20.9	58.0	29.8	12.2
Leadership training	57.8	42.2	32.8	33.3	33.9
Check out training materials	36.1	63.9	21.8	39.1	39.1
Average Use	67.2	32.8	43.5	34.5	22.0

*Total respondents: 181
CASAS 2004*

Respondents noted that they anticipate professional development workshops (59.1 percent) and networking meetings (58.0 percent) to be high priority support measures in 2004-05.

CDLP

Survey Question 17: How has your agency used the support resources available through the Leadership Projects during 2003-04, and what priority of use does your agency anticipate for 2004?

Responses on CDLP: Respondents to the CDLP portion of this question indicated that they most frequently used the following CDLP resources: (1) distance education materials; (2) workshops and meetings; and (3) training and informational materials. Respondents anticipated using those same measures in 2004-05.

The goal of the CDLP, to support agencies with distance learning projects, results in this State Leadership Project working only with those adult education agencies that currently have distance learning projects in place. Question 17 on the 2003-04 WIA survey did not differentiate these agencies from those agencies that currently do not have distance learning projects; therefore, the percentages do not adequately reflect the importance of this support resource. However, the data do accurately identify those CDLP resources that agencies use most frequently for support.

The highest percentage of agencies that responded to this part of Question 17 reported using these three support measures most frequently:

- Distance education materials
- Workshops and meetings
- Training and informational materials (e-mail, data alerts)

In summary, the four State Leadership Projects provide a broad range of services delivered in both traditional workshop settings and through alternative media. They also provide ongoing technical support by telephone, e-mail, and occasionally through site visits. A comment from a respondent at a medium-sized community college district demonstrates how agencies use the variety of support resources provided by the Leadership Projects:

I really appreciate how smoothly TOPSpro is helping us manage our assessment data and look at gains. I also appreciate the technical assistance available... I am excited about the Technology Mentor Project, and I love the redesigned Web site for distance learning... An online version of the ESL Institute would help programs provide assistance to new teachers.

Technology and Distance Learning at the Program Level

The continuing emphasis on technology as an instructional tool is evident in WIA Title II Survey results for 2002-03 and 2003-04 where, as noted in Chapter 5 of this document, increased use of technology was noted as a program improvement priority for providers of all sizes. Because of its importance, the 2003-04 WIA Title II Survey contained eight technology questions: six regarding program implementation, discussed in this chapter, and two regarding use of technology in the classroom, discussed in Chapter 7. Where the data are available, results from both 2002-03 and 2003-04 are provided.

Survey Question 24: What is the number (in full-time equivalents) of technical support staff available to the WIA Title II programs at your agency?

Of the respondents, 11.5 percent indicated that they had no technical support staff. The remaining respondents had, on average, slightly more than one-half of one FTE support. Larger agencies had more technical support, followed by medium-sized and then smaller agencies.

The 165 agencies responding to Question 24 reported a collective FTE (full-time equivalents) of 259.57. Nineteen of the respondents (11.5 percent) provide no support. With one exception, all large agencies had at least one FTE and 50 percent had more than three FTEs. One large agency listed 37 FTEs, while more than half (53.4 percent) the medium-sized agencies had between one and two FTEs. Slightly more than one third of medium-sized agencies (34.0 percent) and one third of small (31.3 percent) had one FTE. Technical support is critical to the success of any WIA program. As noted in Chapter 5 of this document, an important program improvement strategy for 2004-05 is “technology implementation.” As agencies continue to increase their use of technology, the need for technical support staff will increase as well.

Distance learning supports those students who cannot attend traditional classes. The working definition of distance learning has two key elements: (1) the separation of teacher and learner in space or time during at least a majority of each instructional process, and (2) the provision of two-way communication between teacher, tutor, or educational agency and learner. Qualifications to collect supplemental funding for delivering distance-learning instruction vary among agency types. Standardizing qualifications and clearly defining which distance-learning programs qualify for supplemental funding remains a challenge for the CDE and those agencies that want to supply distance learning. These steps will encourage all agencies to offer this important mode of instruction to students.

Survey Question 25: Please indicate the WIA Title II programs for which your agency offers a distance learning option.

Large agencies with ESL programs offered the most distance learning options. For the five programs listed, nearly half the agencies responding did not offer distance learning of any type.

The agency responses to Question 25 indicate that 50.3 percent offered distance learning in their ESL programs, 29.4 percent offered distance learning in ASE/GED, 22.1 percent offered distance learning in ESL-Citizenship, 20.3 percent offered distance learning in ABE, and 19.6 percent offered distance learning in EL Civics.

**Table 6.4
Number of Agencies That Offered a Distance Learning Option in 2003-04 by Program**

Type of Distance Learning Option	ABE			ASE/GED			ESL			ESL-Cit			EL Civics		
	Large	Medium	Small	Large	Medium	Small	Large	Medium	Small	Large	Medium	Small	Large	Medium	Small
Both	4	8		3	9	0	10	30	2	1	11	1	1	8	2
Stand alone		1	2	1	13	3	2	16	3	2	4	2	0	2	1
Supplemental		13	3	2	14	2	1	16	8	2	8	3	1	10	5
Total by size	4	22	5	6	36	5	13	62	13	5	23	6	2	20	8
Total by program		31			47			88			34			30	
Do not offer	6	74	42	5	65	43	2	47	38	6	72	42	7	74	42
Total do not offer		122			113			87			120			123	
Total responses		153			160			175			154			153	

CASAS 2004

Larger agencies offered distance learning more often than smaller ones. For each of the 5 programs listed, nearly 50 percent of the number of agencies responding did not offer distance learning of any type.

Survey Question 26: Please indicate the delivery format of your agency's distance learning program(s).

Respondents indicated that the delivery format most used by agencies of all sizes was video with textbook/workbook/study packets.

Question 26 asked agencies to indicate the delivery format of their distance-learning program. Video, with corresponding study materials, was the format used by more than 45 percent of respondents and was the most used format by agencies of all sizes.

Table 6.5
The Delivery Format of Agencies' Distance Learning Program(s)

Delivery Format	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Video and text/workbook/study packet	13	86.7	61	53.5	11	19.0	85	45.5
Audio cassette and text/workbook/study packet	5	33.3	28	24.6	8	13.8	41	21.9
Text/workbook/study packet only	6	40.0	22	19.3	3	5.2	31	16.6
Web or Internet based program	2	13.3	20	17.5	5	8.6	27	14.4
Interactive CD	3	20.0	12	10.5	4	6.9	19	10.2
CD and text/workbook/study packet	5	33.3	7	6.1	4	6.9	16	8.6
TV program or remote satellite transmission	3	20.0	7	6.1	1	1.7	11	5.9
Web or Internet based activities or journals or logs	1	6.7	4	3.5	4	6.9	9	4.8
Other (please specify):	1	6.7	5	4.4	1	1.7	7	3.7

Total respondents: 15 Large, 114 Medium, 58 Small
CASAS 2004

While the percentage of large agencies using each format is generally greater than the percentages of medium-sized and small agencies using each format, it is important to note that agencies of all sizes are using the variety of formats listed in order to reach students.

Survey Question 27: Below is a list of methods used by agencies to document the effectiveness of their distance learning programs. Please indicate the methods used by your agency.

For each of the assessment types listed, large agencies indicated a higher percentage of use. The most frequently used methods were CASAS standardized assessments, other paper and pencil assessments, and attendance or retention (persistence) data.

In response to Question 27, agencies identified the methods used to document the effectiveness of their distance learning programs. For each of the assessment types, large agencies indicated a higher percentage of use, and, on average, each large agency used between three and four different methods to assess the effectiveness of their distance learning programs. Medium-sized agencies, on average, used between two and three different types of assessments.

The three most used types of assessments:

- CASAS standardized assessments
- Other paper and pencil assessments
- Attendance or retention data

Table 6.6
Methods Used by Agencies to Document the Effectiveness of Their Distance Learning Programs in 2003-04

Delivery Format	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
CASAS standardized assessments	11	73.3	57	50.0	13	22.4	81	43.3
Other paper and pencil assessments	13	86.7	54	47.4	6	10.3	73	39.0
Attendance and retention data	11	73.3	50	43.9	7	12.1	68	36.4
Student evaluations	7	46.7	32	28.1	4	6.9	43	23.0
Computer-based assessment	2	13.3	19	16.7	6	10.3	27	14.4
Agency-developed performance-based assessment	6	40.0	14	12.3	2	3.4	22	11.8
CASAS or commercially developed performance-based assessment	1	6.7	16	14.0	3	5.2	20	10.7
Other (please specify):	2	13.3	4	3.5	3	5.2	9*	4.8

Total respondents: 15 Large, 114 Medium, 58 Small

**Five responses were performance-based assessments not included in the two performance-based assessment categories. CASAS 2004*

Survey Question 28: What new distance learning instructional materials would be useful in your WIA Title II program(s)?

The three categories of materials indicated as most useful were CD, DVD, or video materials; Web- or Internet-based materials; and new computer software.

Question 28 asked agencies to list new distance learning instructional materials that would be useful in their WIA Title II program(s). Three categories of materials were most frequently mentioned. Of the 54 respondents to this question, one-third (18) cited a need for additional CD, DVD, or video materials; another 15 respondents indicated a need for Web- or Internet-based materials; and 10 respondents expressed a need for new computer software.

Responses to the WIA Title II Survey support the conclusion that the best uses and definitions of distance learning are still being defined, but with continued effort and support, distance learning will increasingly become a widely used and viable alternative to traditional classroom learning.

Program Coordination and Collaboration—Involvement with Local WIBs and One-Stops

Survey Question 9: In what ways does your agency interact with the local One-Stop center?

More than 70 percent of the survey respondents indicated that they had some type of interaction with their local One-Stops. The two most frequently cited interactions were receiving or giving student referrals and providing classes or training in conjunction with One-Stops.

Question 9 on the 2003-04 WIA Title II Survey requested information from local adult education and literacy providers related to their collaboration with local One-Stop systems. More than 70 percent of the 195 survey respondents indicated that they had some type of interaction with their local One-Stops, and of those 78.5 percent indicated that they give or receive student referrals, while 45 percent indicated that they provide classes or training in conjunction with their local One-Stops.

More than one-third of respondents who interact with their local One-Stops also noted that they assign a staff liaison to the One-Stop center or conduct workshops, conferences, or informal meetings with the One-Stop site staff.

Survey Question 10: How would you characterize the effectiveness of your agency's interaction with the local One-Stop center?

Agency respondents in 2003-04 reported increased ratings at the “very effective” level and decreased ratings at the “very ineffective” level when compared to 2002-03 data.

In their responses to Question 10, the number of agency respondents reporting a “very effective” interaction increased 4.4 percent—from 22.5 percent in 2002-03 to 26.9 percent in 2003-04. Response rates from those who reported a “very ineffective” interaction declined from 18.0 percent in 2002-03 to 15.4 percent in 2003-04.

Table 6.7
Effectiveness of Interaction with One-Stop in 2003-04

Effectiveness	Large	Medium	Small	Total	
	N	N	N	N	%
Very Effective	9	28	10	47	26.9
Somewhat Effective	3	34	16	53	30.3
Somewhat Ineffective	2	19	3	24	13.7
Very Ineffective	1	17	9	27	15.4
Not sure or too soon to tell	0	8	16	24	13.7
Total	15	106	54	175	100.0

CASAS 2004

Of the 15 large agency respondents to this question, 60 percent felt their interaction with the local One-Stop was “very effective,” compared to 26.4 percent of medium-sized agencies and 18.5 percent of small agencies. Slightly more than 16 percent of small and medium-sized agencies reported the interaction as “very ineffective.”

Survey Question 12: In what ways does your agency interact with your local Workforce Investment Board (WIB)?

More than half the agencies reported the following interactions with their WIB: attendance at meetings, serving on committees, or providing representation on the board. About one-third reported having a formal MOU with their WIB; however, another one-third of the survey respondents stated that they had little or no interaction with their local WIB.

Approximately 65 percent of the respondents to Question 12 indicated some type of involvement with their WIB. Most of the responses indicate that staff involvement with the WIB usually includes attendance at meetings, serving on committees, or providing representation on the board. Nearly 30 percent reported having a formal MOU with their WIB. Thirty-five percent of the survey respondents stated that they had little or no interaction with their local WIB, a slight increase (4 percent) from 2003-04.

Survey Question 13: How would you characterize the effectiveness of your agency’s interaction with the local Workforce Investment Board?

More large agencies (42.9 percent) felt their interaction was “very effective” than either small (18 percent) or medium-sized (13.4 percent) agencies.

While 44.7 percent of respondents reported that their interaction with the local WIB was effective, more large agencies (42.9 percent) felt their interaction was “very effective” than either small (18 percent) or medium-sized (13.4 percent) agencies. Both small and medium-sized agencies were divided nearly equally on their view of whether their WIB interaction was effective or not.

Table 6.8
Effectiveness of Interaction with WIB in 2003-04

Effectiveness	Large	Medium	Small	Total	
	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	%
Very Effective	6	13	9	28	17.4
Somewhat Effective	3	33	8	44	27.3
Somewhat Ineffective	3	21	4	28	17.4
Very Ineffective	1	15	9	25	15.5
Not sure or too soon to tell	1	15	20	36	22.4
Total	14	97	50	161	100.0

CASAS 2004

One of the most frequently cited barriers to effective partnerships was bureaucracy, including conflicting accountability requirements and inconsistent paperwork requirements from neighboring WIBs.

Although some agencies struggled to form a successful partnership with their WIB or One-Stop, survey respondents who were successful in their collaborations identified certain key activities that promoted effective partnerships at the local level:

- Agencies with an MOU feel their partnerships are more effective.
- Creating formal liaisons or sharing staff improves relationships.
- One-Stop and adult education agencies in close proximity or with shared locations are more effective.

Respondents also made several recommendations and suggested policy changes for improving the relationship between adult education and literacy providers and the WIB/One-Stop system:

- Clarify the role of adult education in the One-Stop system.
- Assist local providers to develop effective MOUs with their local One-Stop or WIB.
- Develop consistent systems for training referrals.
- Collaborate to streamline and standardize data collection and accountability systems.
- Share case management information and tracking of referrals.

Collaborative Arrangements with Other Agencies

Survey Question 11: Please indicate any partners(s) other than the local One-Stop center with whom your agency has a successful collaborative arrangement, and which has had meaningful impact on your WIA Title II program(s).

More than 60 percent of respondents cited partnerships with other educational providers and local community businesses, while more than 50 percent formed collaborations with California Work Opportunity and Responsibility to Kids (CalWORKs) and other social service agencies.

The 195 local provider respondents to Question 11 reported that involvement in a variety of collaborative arrangements offered direct benefits to their learners:

This collaboration led to greater community awareness of our program and more involvement by other service agencies in services for our students. Medium-sized Adult School

The extensive collaboration with community agencies... set up strategies regarding referrals, student follow-up, guest speakers, curriculum development and resources. Small Adult School

More than 60 percent cited partnerships with other educational providers and local community businesses, while more than 50 percent formed collaborations with California Work Opportunity and Responsibility to Kids (CalWORKs) and other social service agencies.

Table 6.9
2003-04 Types of Agencies that Formed Successful Collaborations with WIA Title II Agencies

Agency Type	Other educational institution	Local community business	CalWORKS	Other social services	Literacy program	Health services	Hospital or health care provider or facility	Child services	Employment	Government, military, or law enforcement	Other
ADT	90	89	85	68	69	56	53	55	45	39	19
CBO	21	18	13	21	12	11	8	9	11	5	5
CCD	5	8	8	7	5	6	8	4	5	4	1
COE	3	2	2	1	3	1	1	2	1		
Jails	2	2	1	1	1	2	2	1	2	2	
Library Literacy	6	7	2	6	4	4	2	3	1	2	1
State	1	1		1	1	1	1	1	1	1	
Total	128	127	111	105	95	81	75	75	66	53	26
Responses	195	195	195	195	195	195	195	195	195	195	195
Percent 2003	65.5%	61.3%	59.3%	52.4%	46.9%	37.2%	33.1%	34.5%	34.5%	32.4%	22.8%
Percent 2004	65.6%	65.1%	56.9%	53.8%	48.7%	41.5%	38.5%	38.5%	33.8%	27.2%	13.3%

CASAS 2004

Involvement with health care providers and health care services agencies have increased the most between 2002-03 and 2003-04, with increases of 5.4 percent and 4.3 percent respectively. The largest decrease, slightly more than five percent, was found in collaboration with government, military, or law enforcement agencies.

Respondents identified the types of agencies with which they collaborated:

We have a collaboration with a faith based organization which holds monthly meetings on advocacy. Medium-sized Adult School

We have built new collaborations with other CBOs and at the same time, have been able to offer agency services to a larger number of individuals. Small CBO

Partnership collaborative of our city. Public access television. "Feeder" elementary school districts. Medium-sized Adult School

ABE -- We continue our strong collaborative relationship with a community adult school through our Computer Operator-Literacy Class/Curriculum. Medium-sized CBO

[We collaborate with a] broadcast collaborative with local CMAP and Community College TV channel. Medium-sized Adult School

EL Civics funded programs continue to form productive relationships with government and community service agencies that provide social services, health, childcare, and housing services, and with other federally and state-funded educational programs such as Community-based English Tutoring (CBET) and Head Start. EL Civics respondents noted some of their effective collaborations:

We collaborated with County Health & Human Services to develop a curriculum in basic Disaster Preparedness. Medium-sized Adult School

Students role-played by performing appropriate CPR procedures on a mannequin during a workshop provided by certificated trainers from a local ambulance company, a local business that collaborates with the EL Civics department. Medium-sized Adult School

[We] increased collaboration with other district schools and community agencies. Medium-sized Adult School

Collaboration with a job training and placement community-based organization. Medium-sized Adult School

Responding to State Budget Cuts

Survey Question 8: Please indicate the measures your agency is taking to adapt to current and projected state budget cuts in education.

More than three quarters of the responding agencies indicated that they had applied for additional sources of funding to sustain their programs. The second most frequent response was “restrict materials expenditures.”

Question 8 asked respondents to enumerate the measures they had taken or planned to take in order to adapt to current and projected state budget cuts. Table 6.10 summarizes the results of the responses to this question.

Table 6.10
2003-04 Measures to Adapt to Current and Projected State Budget Cuts

Adapted Measures	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Apply for additional or alternative funding sources	12	75.0	94	78.3	48	78.7	154	78.2
Restrict materials expenditures	8	50.0	64	53.3	23	37.7	95	48.2
Increase class size	9	56.3	53	44.2	12	19.7	74	37.6
Cut back staff development	8	50.0	45	37.5	18	29.5	71	36.0
Limit number of classes	6	37.5	50	41.7	13	21.3	69	35.0
Reduce staff hours	6	37.5	46	38.3	16	26.2	68	34.5
Reduce support staff	12	75.0	35	29.2	16	26.2	63	32.0
Reduce summer program	7	43.8	45	37.5	7	11.5	59	29.9
Use reserve funds	4	25.0	34	28.3	10	16.4	48	24.4
Reduce administrative positions	10	62.5	26	21.7	10	16.4	46	23.4
Rely more on volunteers	0	0.0	14	11.7	26	42.6	40	20.3
Reduce program options	4	25.0	31	25.8	4	6.6	39	19.8
Reduce instructional staff	7	43.8	24	20.0	8	13.1	39	19.8
Eliminate specific programs	3	18.8	26	21.7	9	14.8	38	19.3
Reduce instructional hours	5	31.3	27	22.5	6	9.8	38	19.3
Raise fees on fee classes	2	12.5	31	25.8	1	1.6	34	17.3
Depend more on donated services and materials	2	12.5	13	10.8	18	29.5	33	16.8
Limit number of program days	2	12.5	23	19.2	6	9.8	31	15.7
Not offer summer program	0	0.0	9	7.5	11	18.0	20	10.2
Switch to trimester system	0	0.0	7	5.8	1	1.6	8	4.1

Total respondents: 16 large, 120 medium, 61 small
 CASAS 2004

More than three-quarters (78 percent) of survey respondents indicated that they had applied for additional sources of funding to sustain their programs, about the same percent as in 2002-03. A few of those sources included federal and private educational grants as well as private industry donations.

A high percentage of survey respondents (48 percent—59 percent in 2002-03) cited “restriction of expenditures on materials and equipment” as a cost-cutting strategy they employed. The categories “reducing staff hours” and “reducing support staff” have response rates nearly identical to those of last year—approximately one-third. The categories of “reducing specific program options” and “cutting back staff development” had much lower response rates from those of last year (46 percent to 21 percent and 51 percent to 36 percent, respectively). The values reflect slight changes in budget priorities.

Table 6.11
2004-05 Measures Used to Adapt to Budget Cuts by Agency Size

Large	%	Medium	%	Small	%
Apply for additional or alternative funding sources	75.0	Apply for additional or alternative funding sources	78.3	Apply for additional or alternative funding sources	78.7
Reduce support staff	75.0	Restrict materials expenditures	53.3	Rely more on volunteers	42.6
Reduce administrative positions	62.5	Increase class size	44.2	Restrict materials expenditures	37.7

CASAS 2004

A major concern is that programs continue to face budget cuts and must make difficult choices of what to reduce or eliminate. The cuts have been, and continue to be, in areas directly affecting student success: increasing class sizes, limiting the number of classes offered, restricting expenditures for instructional materials, reducing staff hours, reducing support staff, and reducing summer programs. Respondents commented on the impact of these budget cuts:

We ended the spring semester two weeks earlier than planned, and we focused on offering core classes. The summer session was only 4 weeks long, and classes were only offered at large sites. CCD

Retention of key personnel and an influx of new personnel without the optimum adult education experience due to district budget constraints, has negatively affected efficient managing of programs and subsequently [resulted in] lower than expected retention (persistence) rates of students. Medium-sized Adult School

7 EFFECTIVE CLASSROOM MANAGEMENT PRACTICES

This chapter examines how agencies use data at the classroom level. The chapter also describes instructional strategies and methodologies providers have tried and found effective in the classroom and the use of technology at the classroom level.

Using Data with Students

Survey Question 2: **How does your agency use data and assessment results with students?**

More than 90 percent of the respondents reported using data with students by identifying student needs, monitoring student progress and attainment of goals, and informing students about their performance.

In 2002-03, agencies responded that one of the major ways they used data was to provide feedback to students. Question 2 of the 2003-04 WIA Title II Survey asked agency respondents to indicate specific ways they used data and assessment results with students. More than 90 percent of the respondents reported using data with students to:

- Identify student needs (92.4 percent)
- Monitor progress and attainment of goals (91.4 percent)
- Inform students about their performance (90.9 percent)

Table 7.1
Ways Agencies Use Data and Assessment Results with Students

Use	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Identify student needs	15	93.8	112	93.3	55	90.2	182	92.4
Monitor progress and attainment of goals	15	93.8	109	90.8	56	91.8	180	91.4
Inform students about their performance	16	100	112	93.3	51	83.6	179	90.9
Target instruction	15	93.8	108	90.0	46	75.4	169	85.8
Place students into programs	12	75.0	97	80.8	46	75.4	155	78.7
Determine or validate educational advancement to next level(s)	12	75.0	99	82.5	40	65.6	151	76.6
Prioritize curriculum	14	87.5	78	65.0	46	75.4	138	70.1
Allocate resources	12	75.0	57	47.5	22	36.1	91	46.2
Other	1	6.3	2	1.7	1	1.6	4	2.0

*Total respondents: 16 Large, 120 Medium, 61 Small
CASAS 2004*

Examining the survey results from the standpoint of agency size provides the following detail:

- One hundred percent of large agencies used student data to inform students about their performance.
- Fewer small agencies used data to target instruction than either medium-sized or large agencies.

Survey respondents reported the following examples of how they are using data with their students:

We provided teachers with the [two reports] Student Test Summary by Class and Student Performance by Competency so that they could provide their class results to their students. The students then decided which areas the class needed to study for the next week. CCD

Students are always very eager to know how they do on the tests. In my ABE/GED class, the day after testing I sit down with each student and discuss their results. We talk about the point gain and they recall the areas of difficulty, like finding the area, adding unlike fractions, or measurement. Then we identify some classroom resources like books, the computer drills or a video they can go to for additional practice. I encourage them to write their information down on their goal page in their notebook. Large CCD

Eighty-five percent of survey respondents—and more than 90 percent of large and medium-sized agencies—stated that they use student data to target instruction in the classroom. Providing instructors with data, and gaining their interest in using data, is a powerful way to promote targeted instruction and improve outcomes in the classroom. One participant in a focus group for medium to large agencies noted:

[We] took percentages from reports and posted the information without teachers' names. When the information was posted, the teachers got competitive and wanted to know more. They became interested in the data.

There is evidence that students understand the value of testing and the relevance of test results. Students from a large CCD, when asked how they felt about taking standardized tests such as CASAS, responded:

I feel great taking CASAS test because it is a good way to practice my English skills.

It helps me to improve my daily life in the U.S.A.

It's always good to be tested. That way we can see our progress, but having a test is always scary.

Survey Question 20: Please briefly describe the way(s) your agency uses data gathered through student needs assessments.

The two highest response categories were informing classroom instruction (instructional strategies and curriculum focus) and informing program improvement (planning for future classes, allocation of resources, determining technology needs, planning for staff development, and designing new curriculum).

Question 20 of the WIA Title II Survey asked respondents to describe ways they use data gathered through student needs assessments. Of the 137 agencies responding to this question, 104 respondents were from agencies with EL Civics programs. EL Civics funded agencies are required to use student needs assessment data when developing their EL Civics programs and classes. The remaining 33 agencies—nearly one-quarter—were agencies without EL Civics programs that chose to use student needs assessments to inform their program and classroom decisions.

Sixty percent of respondents listed more than one way they used needs assessment results. Responses from agencies of all sizes and types provided evidence that using student needs assessment data is consistent across agencies. The various uses of needs assessment data can be divided into the following eight categories:

1. Informing classroom instruction: instructional strategies and curriculum focus (93 agencies)
2. Informing program improvement: planning for future classes, allocation of resources, determining technology needs, planning for staff development and designing new curriculum (86 agencies)
3. Determining the EL Civics objectives to be taught (25 agencies)
4. Placing students into classes (10 agencies)
5. Informing stakeholders: administrators and boards of education (7 agencies)
6. Determining study plans for individual students (6 agencies)
7. Identifying student support services (4 agencies)
8. Determining student progress (2 agencies)

Comments from respondents representing all agency types support the data:

Information gathered through student needs assessments was used to target instruction and develop new curriculum. This led to more project-based learning and interactive instruction that better met students' described needs. Medium-sized Adult School

Surveys help determine what students want to learn and if they liked the prior course taken. It helps us plan accordingly. Medium-sized Adult School

Individual tutors do informal needs assessment with their students through one-on-one tutoring. By getting to know their student and his/her family, the tutor can see what's needed. The tutor comes into the Literacy office to pick up needed

materials, be they books, games, toys—whatever will support the student, as well as the student speaking English with his or her child. Small CBO

We change curriculum to address students' needs. Small Jail Program

Individualized lesson plans are developed after the initial intake and again after post-testing. We are a small enough organization to change class offerings to meet the needs of students as they request new opportunities. Small Library Literacy

Plan life-skills calendar for the year. Plan classroom instruction. Assign instructional levels to teachers to match student needs. Design program hours, location, and days classes are held. Large Adult School

We tally the results and produce reports that are shared with administration and faculty. We also use this data to identify EL Civics objectives for the coming year. Large CCD

Teachers use information from the TOPS pro student assessments and class profiles. Teachers also give unit tests on materials used in class to gather data on oral language, writing and math skills. Medium-sized Adult School

Each tutor tailors instruction to meet goals set forth in student needs assessments with curriculum and instructional support. Small Library Literacy

Effective Classroom Practices

Survey Question 18: For those strategies listed below that your instructors employed in 2003-04, please indicate whether they found the strategy effective or ineffective.

The four strategies most often used and cited as effective in 2003-04 were targeting instruction to students' needs and goals, aligning curriculum and instruction with identified student needs and goals, using individual assessment results to target feedback and instruction, and revising curriculum content or design.

Of the strategies listed in Question 18, more than 95 percent of respondents who used the strategies found them all to be effective; however, respondents used four of these effective strategies most frequently:

- Targeting instruction to students' needs and goals (179 of 180 respondents found this strategy effective)
- Aligning curriculum and instruction with identified student needs and goals (174 of 175 respondents found this strategy effective)
- Using individual assessment results to target feedback and instruction (164 of 165 respondents found this strategy effective)
- Revising curriculum content or design (151 of 153 respondents found this strategy effective)

These four practices all focus on identifying student needs and goals and on adjusting the curriculum to meet those needs and goals. Respondents' comments indicated that they understood the value of applying these strategies.

Lesson offerings are adjusted depending on what students say they need.
Medium-sized Jail Program

The data collected through needs assessment tells us what students want to learn and focus on. Medium-sized Library Literacy

I think the most important thing we can do as teachers is to talk regularly about setting goals, and more importantly, widen the life options for our students by actively exploring the classes they might take or the vocational training they might try. Many times, our students lack the information and terminology they need to set realistic goals. Adult School

Survey Question 19: Please briefly describe any additional instructional strategies beyond those listed in Question 18 that your instructors found to be particularly effective.

The most frequently described strategies were implementing real life activities (e.g., field trips), using technology in the classroom, organizing the classroom in ways other than the traditional whole class, implementing a new curriculum focus, and providing teacher in-service workshops.

Question 19 asked agencies to describe any additional instructional strategies their instructors had found to be effective. The respondents included 17 small agencies, 35 medium agencies and 7 large agencies. The 64 responses, from the 59 agencies, fell into the categories below:

- Implementing real-life activities, including field trips and classroom presentations (22 agencies)
- Using technology in the classroom (13 agencies)
- Using a classroom structure other than the traditional whole class (peer tutoring, small groups, and such) that lowers the student to instructor ratio (13 agencies)
- Implementing a new curriculum focus (11 agencies)
- Providing teacher in-service workshops (5 agencies)

Agency comments provide examples of additional instructional strategies:

We use audio cassettes to direct student lessons and activities for homework assignments, or civic activity assignments. After this type of assignment the students have an opportunity to participate in conversation to demonstrate or identify what they did. Medium-sized Library Literacy

Peer tutoring in multi-level classes works well. Small Adult School

Making pancakes together, reading the instructions out loud! Going to the bank and opening an account. Going to the library and getting a new card! You can't do these things in Adult School, that's why the Literacy Program is so precious... Small CBO

We integrated a quilting project to complement U.S. history curriculum. Small CBO

Our instructors appreciate managed enrollment. They have set terms and do not have to deal with open-entry students. Testing is meaningful because it is based on a period or time (9-week terms). Our instructors also appreciate the new performance assessments we are developing with EL Civics funding. Medium-sized CCD

Class field trips and classrooms without walls work for us. Instructors found students were stimulated and learning became more interesting for them when instruction took place in another place other than the traditional classroom. Medium-sized CCD

We use the Web as an instructional tool, developing Power Point presentations and having students develop their own Power Point presentations. Medium-sized Adult School

We selected and used textbooks that were aligned with the CASAS competencies. Medium-sized Adult School

Using a variety of student grouping techniques to encourage cooperative learning and problem solving has worked for us. Medium-sized Adult School

We put instructional materials and ideas in public folders through our e-mail system so that teachers can download useful things for their classrooms. Teachers have also been taking classes to computer labs on a regular basis. Large CCD

Technology at the Classroom Level

Question 21: Below is a list of ways in which agencies indicated they implemented computer technology in 2002-03. Please indicate the activities your agency employed in 2003-04.

The three highest ranked activities that agencies employed to implement computer technology were using computers and software as a supplement to classroom instruction, providing a computer lab(s) for student use, and making computers available in the classroom.

Agencies continue to indicate that implementing and using technology in the classroom are high priorities. In response to an identified technology support need expressed by agencies during the 2002-03 year, OTAN piloted a professional development model for mentoring teachers. An instructor working with adult immigrant students and using computer technology in the classroom on an almost daily basis emphasized four major benefits:

- 1. Students can use the computer technology they learn for their own economic success. For example, one student who had been in my ESL Beginning High class less than one full semester, said she had enough courage to apply for a community based job for a local government agency which listed "computer skills" as a pre-requisite. On the first day of training the trainer gave them a document and asked them to type it in English using the computer and turn it in. Another participant in the training turned to my former student in panic and asked her if she knew what to do. My student was able to not only do the task herself, she was able to explain it to her co worker.*
- 2. Student daily attendance increases on computer days.*
- 3. The skills acquired by working with technology are not only aligned with CASAS, SCANS, and EFF type skills, they actually translate into increased benchmarks achieved on progress testing. In particular, I call attention to charts, graphs and tables in CASAS testing and how one or two projects I have my students do using Excel tie nicely into their being able to understand questions on the CASAS test.*
- 4. Finally, having the technology in the classroom provides me with tremendous resources that make my teaching more interesting, relevant and efficient. For example, a student wanted to know why people have Easter egg hunts when the symbol of Easter is a bunny. A quick search on the Internet gave us all the answer.*

On the 2003-04 WIA Survey, Question 21 asked respondents to indicate ways in which they implemented computer technology during 2003-04. Agencies of all sizes indicated three key activities they employed to implement computer technology:

- Used computers and software as a supplement to classroom instruction (90 percent of the total responding—83 percent in 2002-03)
- Provided a computer lab(s) for student use (85 percent of the total responding—79 percent in 2002-03)
- Made computers available in the classroom (78 percent of the total responding—79 percent in 2002-03)

Information from the 2003-04 classroom questionnaire completed by instructors in WIA Title II funded classes indicated a 4.7 percent increase from 2000-2001 in numbers of computers available in local agency classrooms. Additionally, while the percentage of computers in labs remained relatively stable, the percentage of computers in labs available to ESL programs increased 3.2 percent. (See Appendix F for additional information.)

Table 7.2
Computer Technology Activities Employed by Agencies in 2003-04

Activity	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Use computers and software as a supplement to classroom instruction	15	100.0	107	93.9	46	79.3	168	89.8
Provide computer lab for student use	14	93.3	104	91.2	41	70.7	159	85.0
Make computers available in classrooms	14	93.3	97	85.1	34	58.6	145	77.5
Provide Web access for student use as a research resource	14	93.3	78	68.4	30	51.7	122	65.2
Provide Web access for student use as an instructional resource	14	93.3	79	69.3	24	41.4	118	63.1
Provide LCD projector in at least one classroom	13	86.7	82	71.9	20	34.5	115	61.5
Provide e-mail or Internet access for student use	11	73.3	75	65.8	27	46.6	113	60.4
Use computers or software to provide core instructional content	14	93.3	64	56.1	26	44.8	104	55.6
Use Internet or e-mail for communication between instructors and students	11	73.3	49	43.0	16	27.6	76	40.6
Make computers available in library	7	46.7	24	21.1	14	24.1	45	24.1
Provide wireless access to network or Internet for student use	6	40.0	27	23.7	8	13.8	41	21.9
Other	1	6.7	12	10.5	5	8.6	19	10.2

*Total respondents: 15 Large, 114 Medium, 58 Small
CASAS 2004*

There were 19 written responses to the “Other” category for Question 21. The majority of the responses could be grouped into the category of “unique ways to supplement the classroom experience with computers.”

We have dispersed 16 mobile computer labs with laptops, printers and selected software to various remote sites. Medium-sized Adult School

We made arrangements for students to purchase their own personal computers. This was done through Computers for Classrooms through our unified high school district. Medium-sized Library Literacy

We made computers available at two sites for use with multiple classrooms (one PC and one portable wireless laptop system. Medium-sized Adult School

The teacher researches on behalf of the student and provides printouts of desired career information. Small Jail Program

Question 22: Below is a list of ways in which agencies indicated they implemented other forms of technology in 2002-03. Please indicate the activities your agency employed in 2003-04.

The two highest ranked technology activities (other than using computers) were use of video as a supplement to classroom instruction and use of audio/cassette/CDs.

Question 22 asked agencies to indicate forms of technology that they implemented during 2003-04 other than computer technology. Agencies of all sizes indicated two non-computer-based technology activities that they employed most frequently:

- Use of video as a supplement to classroom instruction (88 percent of the total responding—91 percent in 2002-03)
- Use of audio/cassette/CDs as a supplement to classroom instruction (78 percent of the total responding—85 percent in 2002-03)

An examination of the responses to Questions 21 and 22 by agency size indicates that larger agencies implemented technology in the classroom more often than either medium or small agencies.

Table 7.3
Activities Using Other Forms of Technology Employed by Agencies in 2003-04

Activity	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Use video as a supplement to classroom instruction	15	100.0	107	93.9	42	72.4	164	87.7
Use audio/cassettes/CDs as a supplement to classroom instruction	12	80.0	98	86.0	35	60.3	145	77.5
Use audio/cassettes/CDs to provide core instructional content	10	66.7	51	44.7	25	43.1	86	46.0
Use video to provide core instructional content	11	73.3	53	46.5	17	29.3	81	43.3
Use PowerPoint presentations to deliver instructional content	9	60.0	51	44.7	11	19.0	71	38.0
Use digital video cameras for student project(s)	8	53.3	39	34.2	10	17.2	57	30.5
Use PowerPoint for student presentations or completion of assignments and reports	8	53.3	37	32.5	10	17.2	55	29.4
Produce CDs to supplement classroom instruction	6	40.0	21	18.4	7	12.1	34	18.2
Use interactive whiteboards in providing instruction	4	26.7	14	12.3	6	10.3	24	12.8
Use portable keyboards for writing instruction	5	33.3	11	9.6	6	10.3	22	11.8
Use PDAs or pocket PCs for instruction	0	0.0	2	1.8	0	0.0	2	1.1
Other (please specify):	1	6.7	6	5.3	1	1.7	8	4.3

*Total respondents: 15 Large, 114 Medium, 58 Small
CASAS 2004*

There were eight written responses to the “Other” category for Question 22. Seventy-five percent of these responses could be categorized as follows:

- Use of digital cameras and scanners (four responses)
- Technology mentoring for instructors (two responses)

We use digital cameras for student projects and overhead projectors in some classrooms for presentation of curriculum. Medium-sized Adult School

We designed and implemented a technology mentoring program including three teachers and three aides. Medium-sized Adult School

For more information on the use of technology in WIA Title II programs, see Chapter 6.

8 EL CIVICS

This chapter examines EL Civics learner data and analyzes responses from the six WIA Title II Survey questions regarding EL Civics programs.

EL Civics Learner Performance Data

Of the 842,464 learners with Entry Records who were served by WIA programs in California in 2003-04, 171,273 were students enrolled in EL Civics classes. Of those EL Civics students, 59 percent took CASAS pre- and post-tests, 37.3 percent (63 percent of those who took both pre- and post-tests) completed an instructional level, and 24.5 percent (41.4 percent of those who took both pre- and post-tests) advanced one or more levels.

Table 8.1
2003-04 Performance Outcome Summary of EL Civics Learners

EL Civics Learners	N
Total EL Civics learner enrollment (unduplicated)	171,273
Total Civic Participation learner enrollment*	150,919
Total Citizenship Preparation learner enrollment*	27,218
Total EL Civics learners who qualified for inclusion in the Federal Tables	166,114
Total EL Civics learners who took both pre- and post-tests	101,364
Total EL Civics learners who completed an instructional level	63,826
Total EL Civics learners who advanced one or more levels	41,919

*Some students were enrolled in both Civic Participation and Citizenship Preparation classes.
CASAS 2004

Of the 197 total respondents to the WIA Title II survey, 137 were funded for EL Civics programs. Survey questions did not ask respondents to differentiate in their responses between Civic Participation (programs with a focus on civic involvement in the local community) and Citizenship Preparation (programs with a focus on obtaining United States citizenship); therefore, responses from both focus areas of EL Civics are represented where applicable.

EL Civics Program Implementation

Survey Question 29: Please indicate the one element of your agency's EL Civics program implementation that has been most beneficial: (a) to the students enrolled in the EL Civics program, and (b) to your agency as a whole.

Q29a. The 2 elements rated as most beneficial to students were: (1) access to, use of, or involvement with community resource agencies; and (2) objectives, practice, or assessments based on real-life experiences.

Of the 125 EL Civics respondents to Question 29a, 44 (34.9 percent) reported that the access to, use of, or involvement with community resources had been the most beneficial element of EL Civics implementation in their programs (see Table 8.2). A typical response came from a medium-sized adult school:

Our Accessing Community Resources component was very beneficial to our students. The speakers from the various agencies brought valuable information to these immigrants previously unfamiliar with many of the community services available to them to meet their families' needs. In addition, many found out about ways they could volunteer and give back to the community.

It is interesting to note that 19 percent of respondents to this question reported increased student confidence: the most frequently reported non-measurable outcome that students attained when participating in EL Civics programs. A medium-sized adult school respondent summarized the observations of many respondents:

The implementation of the EL Civics program has given EL Civics students the confidence and tools to more actively participate in their community, workplace, and school setting... [It] provides students with the self-assurance they need to problem solve or approach a community institution with a question or concern. In other words, students are able to assert themselves and make positive changes in their lives and [the lives of] their families.

Table 8.2
Element of EL Civics Program Implementation Most Beneficial to Students Enrolled in EL Civics Programs in 2003-04

Beneficial Element	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Access to, use of, or involvement with community resource agencies	7	50.0	27	35.1	10	28.6	44	34.9
Objectives, practice, and assessments based on real-life experiences	2	14.3	26	33.8	9	25.7	37	29.4
Increased student confidence	5	35.7	18	23.4	1	2.9	24	19.0
Linking of needs assessment to objectives, curriculum, and instruction	0	0.0	15	19.5	9	25.7	24	19.0
Enhanced curriculum	3	24.1	10	13.0	5	14.3	18	14.3
Technology-based instruction	0	0.0	11	14.3	4	11.4	15	11.9
Linking of objectives, curriculum, instruction, to each other or to assessment	0	0.0	9	11.7	0	0.0	9	7.1
Implementation of EL Civics objectives	0	0.0	4	5.2	3	8.6	7	5.6
Other	1	7.1	4	5.2	6	17.1	11	8.7

*Total respondents: 14 large, 77 medium, 35 small
 CASAS 2004*

Considered as a whole, responses indicate that EL Civics programs have been most beneficial to students because they involve curriculum and instruction that are directly linked to student needs and to real-life community-based learning.

Survey Question 29: Please indicate the one element of your agency's EL Civics program implementation that has been most beneficial: (a) to the students enrolled in the EL Civics program, and (b) to your agency as a whole.

Q29b. The two elements rated as most beneficial to agencies were: (1) enhanced or improved curriculum, instruction, or assessment; and (2) improved student or staff involvement with and knowledge of local community agencies.

The highest percentage of respondents to Question 29b (41.5 percent) noted that implementing EL Civics programs had enhanced or improved the curriculum, instruction, and assessment practices throughout the agency (see Table 8.3). Of these 49 respondents, 8 specifically identified targeting instruction through the use of student needs assessments as the crucial element to curricular improvement, while another 5 specified that the development and use of performance-based assessments was the key to improved student success. As one large adult school respondent noted:

In our 3 administrative sites and over 40 outreach sites, the EL Civics curriculum has helped streamline high quality instruction. The curriculum provides an effective model on lesson planning and provides practice activities that are based on cooperative learning strategies. Agency-wide, we are aligning the curriculum to the assessment while incorporating the objectives. This results in sound pedagogical practices.

Many respondents also reported that both their students and their staff had increased involvement with and knowledge of local service agencies (29.7 percent). As one respondent from a small community-based organization stated:

We have been able to offer our students an education on how to become a part of their community. This is very important to us as a community-based organization. Our goal is to move our students/customers towards self-sufficiency and that is not possible if you do not know how to participate in your community and access available services.

Large and medium-sized agencies found the improvement in teacher and staff collaboration to be valuable, while smaller agencies indicated that they appreciated the ability to expand their instructional services. The ability to expand services was expressed in these comments by a county office of education respondent:

The program implementation of EL Civics has allowed our agency to expand the services that we can provide our participants. We are able to go beyond our structured literacy program and provide subject specific instruction to the participants. As our agency focus is on breaking the cycle of poverty in families through literacy development, it is highly beneficial to our agency to be able to provide targeted objectives that serve to make that focus a reality for our participants.

Table 8.3
Element of EL Civics Program Implementation Most Beneficial to Entire Agency in 2003-04

Beneficial Element	Large		Medium		Small		Total	
	N	%	N	%	N	%	N	%
Enhanced or improved curriculum, instruction, and assessment	3	27.3	35	47.3	11	33.3	49	41.5
Improved student and staff involvement with and knowledge of local community agencies	4	36.4	20	27.0	11	33.3	35	29.7
Improved teacher and staff collaboration or both	3	27.3	9	12.2	1	3.0	13	11.0
Increased funding to improve programs	2	18.2	8	10.8	3	9.1	13	11.0
Increased knowledge or use of technology	0	0.0	9	12.2	0	0.0	9	7.6
Expanded instructional services	0	0.0	2	2.7	5	15.2	7	5.9
More effective data collection; improved accountability	0	0.0	4	5.4	3	9.1	7	5.9
Improved public relations	0	0.0	3	4.1	2	6.1	5	4.2
Increased staff development	0	0.0	4	5.4	1	3.0	5	4.2
Increased student attendance and participation	0	0.0	3	4.1	1	3.0	4	3.4
Increased student confidence	0	0.0	2	2.7	2	6.1	4	3.4
Other	3	27.3	3	4.1	9	27.3	15	12.7

*Total respondents: 11 large, 74 medium, 33 small
CASAS 2004*

EL Civics Additional Assessments

EL Civics learners receive instruction based on civic objectives that integrate civics content with researched-based language and literacy instruction. The objectives are determined using student needs assessments, and programs either select their objectives from a list of 44 CDE pre-approved civic objectives or develop new civic objectives requiring approval from the CDE. (See Appendix G for a sample civic objective and additional assessment plan.)

The three most commonly used pre-approved civic objectives in 2003-04:

- Identify and access employment and training resources needed to obtain a job and to be an effective employee. (Civic Objective 33)
- Access the health care system and be able to interact with the providers. (Civic Objective 28)
- Interact with the local school systems regarding children’s education. (Civic Objective 13)

The attainment of the civic objectives is assessed using performance-based, multi-modal, additional assessments. Agencies use these assessments in addition to required standardized CASAS pre- and post-tests. Of the 150,919 learners enrolled in Civic Participation in 2003-04, 56,654 learners took additional assessments. The percentage of learners who passed each of the ten most frequently used additional assessments was above 76 percent.

Question 30: Please choose and briefly describe one EL Civics performance-based additional assessment that worked well in your agency. In your description, please identify the objective the assessment was developed to measure.

Most respondents indicated that they developed assessments with multiple tasks, both oral and written, and that student learning often went beyond the assessment to community involvement.

Questions 30, 31, and 32 of the WIA Title II Survey were designed to obtain more information on the impact of EL Civics additional assessments. Question 30 of the WIA Title II Survey asked EL Civics agencies to identify and describe one performance-based additional assessment that worked well in their agency and identify the supporting objective. Of the 137 EL Civics agencies that responded to the survey, 106 responded to Question 30. Most respondents indicated that they developed assessments with multiple tasks, both oral and written, and that student learning often went beyond the assessment to community involvement.

Below are comments from agency respondents demonstrating the variety and success of additional assessments:

A group of students from a small farming community were able to write letters to their City Council about a problem with the roads. They did this through a letter writing activity on the computer with the objective "Students will be able to use the computer in order to communicate with a community agency." This was a benefit to our students because they were learning how to use a computer, which was the top identified student need of last year. It was also a benefit because they learned how to go through the process of reporting an identified community need to the proper authority. Small CBO

Students were able to read, understand and complete a chart with information about their prescription drugs. Students were able to understand and communicate the information they read on the label. Medium-sized CCD

Students were able to follow appropriate procedures and access community assistance agencies available in the case of an emergency or disaster. This was the most effective performance-based assessment. The students who became trainers are now community experts in Disaster Preparedness and are continuing to give presentations in their apartment complexes, churches and other community events. Medium-sized Adult School

The wide range of choices for both objectives and additional assessments allowed agencies to match student needs with instruction.

Agencies used role-plays extensively in the additional assessment processes because they most closely simulate real life experiences, and they can be adapted to accommodate students with a wide range of English language skills. Examples of additional assessment performance goals using role-play include:

- View a picture of a crime suspect and describe the suspect to a police officer.
- Perform CPR procedures on a mannequin.
- Report various emergencies to the appropriate agencies.
- As a prospective tenant, request information from a landlord about an apartment for rent.

A respondent from a large community college district stated:

In a role-play, students had to call 911 or the police to report an emergency or crime. The prompts were a series of pictures (a car accident, a purse snatching, or a robbery in a 7-11). Students were asked questions about the incident including what happened and give a description of the victim or suspect.

For the most commonly used objective—“identify and access employment and training resources needed to apply for a job”—agencies successfully used a variety of additional assessments. An oral job interview was the most frequently used type of assessment. Written tasks for this objective included job applications, resumes, and portfolios. One CBO developed an assessment using both written and oral skills that required students to keep journals reflecting on their job-related research then share the key points of the research in an oral presentation. Other agencies reported integrating such tasks as reading and interpreting job ads, calling to inquire about a job opening, and accessing advertised Web sites.

Though many of our students hold jobs, many stated they had never been through the process of preparing an application or resume and having an interview, even in their native country. After completing the process as part of their course, they felt more confident in applying for future jobs in the United States. Focus Group Participant

The assessment tasks focused on job search, job application, job interview and resumes. Each part of the assessment provided the instructor with additional knowledge as to each student’s comprehension of the material. The job search required reading, comprehension and selection of job ads in a newspaper; filling out a job application; completing a mock interview to assess knowledge and communication skills; and writing a resume. At the end of this assessment, instructors were able to assess and evaluate the knowledge and progress of students in order to redesign the curriculum for the next school year. County Office of Education

Agency respondents noted that they often used additional assessments designed for multi-level ESL classes. A large adult school, using the objective “Write a letter to a

landlord about a housing problem,” made this statement about the corresponding assessment:

In this assessment, students were not only asked to describe a housing problem and request a solution, but they were also asked to form the letter using the business letter format. This was one of our most challenging assessments, but because part of the instruction was aligned with the assessment, our beginning level students were able to complete something they had otherwise never been asked to do. Large Adult School

The following quote from a library literacy program illustrates the use of a unique additional assessment and an objective that focuses on the cross-cultural needs of EL Civics students (“Compare and contrast United States workplace culture expectations with those of other cultures”).

This worked well because in EL Civics we have East Indians (Sikh, Hindu, Muslim... with three different languages or dialects) Koreans, Chinese, Mexicans, and Panamanian, Hmong, Afghan (Farsi) – ESL speakers all wanting to meet U.S. expectations. Students had to role-play the skills presented and discussed. Our One-Stop partner (employment specialist) did presentations on soft skills in the workplace. The specialist had the students follow her to One-Stop to look up jobs online. This was good for the students. The type of soft skills needed for a particular job was made highly visible. This was a great hands-on of immediate benefit for the students. Library Literacy

Question 31: Please identify any barriers your agency encountered in the implementation of any EL Civics objectives or additional assessment plans.

The 137 respondents reported the “sporadic attendance patterns of students” and “low literacy level of students” as the two most pronounced barriers.

Question 31 of the WIA Title II Survey asked respondents to identify barriers encountered in the implementation of any EL Civics objectives or additional assessment plans. The 137 respondents reported the sporadic attendance patterns of students (67.2 percent) and low literacy level of students (51.8 percent) as major barriers. In addition, nearly one third reported the low skill level of students (other than language and literacy) as a barrier. See Appendix H for more information.

Other barriers reported included an excessive amount of time spent creating and waiting for approval of agency created objectives and additional assessment plans. The CDE has responded to these concerns by endorsing a list of 45 pre-approved objectives and by working to create an online submission and approval process for use in 2004-05.

Observations from respondents indicate that given time, experience, and needed support the creation of objectives or additional assessments and the subsequent approval process become increasingly more manageable.

The instructors learned that implementing EL Civics gets easier with experience. They also learned that it is very helpful to have plentiful and effective practice materials to prepare students for the additional assessments. In the future, we plan to increase the amount of practice materials provided to the instructors. Adult School

Using outside assessors for the additional assessment was the most important element of EL Civics for the program. The process of training and assessment connected such teams as counseling, clerical, tutoring and instruction with each other as we all became “outside assessors.” It also allowed the classroom instructors to concentrate on their lessons and prepare students without feeling the pressure of having to assess their own students. Medium-sized CCD

Learning how to incorporate civics into ESL has been challenging but at the same time it has been very rewarding to help students integrate themselves into their communities. Small CBO

We haven’t encountered any barriers. It is a lot of hard work, but it is assisting our agency to develop meaningful performance assessments which are standardized. Medium-sized CCD

Generally, the staff development was our greatest challenge, but we overcame that in the end. Now we have great buy-in. Medium-sized Adult School

Question 32: Please briefly describe any techniques your agency has found effective in coping with the barriers listed in Question 31.

Respondents identified the following coping techniques (1) provided more training for staff, (2) simplified choices of objectives and assessments, (3) implemented managed enrollment, (4) timed beginning of instructional units to match times when more students enrolled, (5) made use of online and other pre-existing EL Civics resources, and (6) provided paid time to teachers and other staff for planning and development.

Respondents to Question 32 on the WIA Title II Survey listed the following techniques as ways of coping with issues that others reported as barriers:

- Provided more training for staff
- Simplified choices of objectives and assessments
- Implemented managed enrollment
- Timed beginning of instructional units to match times when more students enrolled
- Made use of online and other pre-existing EL Civics resources
- Provided paid time to teachers and other staff for planning and development

In response to issues related to teachers' increasing workloads, administrators reported that they:

- Made more clerical help available to teachers
- Adjusted curriculum
- Maintained open dialog and provided time for discussion
- Scheduled more instructional meetings
- Facilitated staff collaboration on future EL Civics planning
- Participated in EL Civics meetings and trainings
- Increased collaborations with other agencies
- Accessed CDE Consultants and Program Specialists
- Exhibited patience

Many agencies that did not report barriers did suggest techniques to cope with or to prevent barriers. Examples of these comments:

The director worked with CDE, the CASAS EL Civics Program Specialist, and did regional networking with other agencies to obtain necessary assistance. Medium-sized Adult School

Instructors and assessors used a systematic follow up to provide missed lessons and assessments to as many students as possible. Medium-sized CCD

We worked with multi-lingual/multi-cultural caseworkers at social services agencies to get student referrals. Caseworkers acted as liaisons and communicated their clients' needs, which helped us facilitate instruction. Small CBO

Surveys at the end of units to assess student individual outcomes have been very meaningful to the students and helped the agency in future planning. Large Adult School

We made it clear that attendance would guarantee free assistance with their citizenship application, for which there is usually a fee. Small CBO

We incorporated group games and trips into lessons to help students focus and keep their attendance up. Small Adult School

These were not barriers because we have worked with the stated groups for a number of years. We just have to make sure the lessons are prepared for them at their particular levels. Library Literacy

EL Civics Resources

Question 33: Please indicate the EL Civics resources your agency has relied on most extensively in providing support for your EL Civics project(s).

The two resources used extensively by more than half the agencies were EL Civics Program Specialists and EL Civics trainings and workshops.

EL Civics agencies have benefited over the past few years from the increasing number of resources available to them. Question 33 on the 2003-04 WIA Survey asked EL Civics agencies to name the resources they relied on most extensively to support their programs during 2003-04. Agencies ranked resources by the extent of use: extensively, occasionally, infrequently, and not used.

The two resources used extensively by more than half the agencies were EL Civics Program Specialists (57.1 percent) and EL Civics trainings and workshops (54.3 percent). Several agencies remarked:

Our agency greatly benefited from the knowledge, assistance, and experience of our EL Civics program specialist. The EL Civics workshops also provided our agency with answers to immediate questions and facilitated a discussion forum for agencies to benefit from the mistakes and successes of each other. Both services will be highly used by our agency in the coming school year. COE

We have a very respected and reliable person as a program specialist. She has been beneficial to our agency and a reliable and supportive person. Workshops and trainings are a plus and she was always there too for extra support. Medium-sized CCD

Web cast provided a wealth of information because it was clearly presented and detailed. Medium-sized Adult School

The two resources used the most on an occasional basis were the CDE Regional Consultants (52.0 percent) and networking with other agencies (41.8 percent). Agencies commented:

The program specialist and the CDE regional consultant were gracious and helpful at all times. Medium-sized Adult School

[Of benefit to us were] e-mail and telephone conversations with our Regional Consultant. Small Adult School

The Network Meetings - sharing of what other agencies were doing so as to know if we were on track. We had five meetings with teachers, which were very beneficial to the achievement of our program goals. Large Adult School

With the two categories (extensively and occasionally) combined, the resource used most often was EL Civics training and workshops, with 90.6 percent of agencies indicating frequent or occasional use. EL Civics Program Specialists were only slightly less frequently used (88.9 percent). Agencies also noted that networking with other agencies was beneficial (82.8 percent). (For additional information, see Appendix I.)

When broken down by agency size, the data show that small agencies rely more extensively on the EL Civics Program Specialists and CDE Regional Consultants than either medium-sized or large agencies, while large and medium-sized agencies rely on interagency networking more often than small agencies.

Table 8.4
EL Civics Resources Used Most Frequently (Extensively and Occasionally) by Agency Size in 2003-04

Large	N	Medium	N	Small	N
EL Civics Workshops and Training	12	EL Civics Workshops and Training	72	EL Civics Program Specialist	32
Networking with Other Agencies	12	EL Civics Program Specialist	69	CDE Regional Consultant	31
EL Civics Program Specialist	11	Networking with Other Agencies	66	EL Civics Workshops and Training	31

CASAS 2004

Question 34: Please briefly describe the type of EL Civics resource support that was most beneficial to your agency.

Agencies indicated in their responses that they benefited most from the support found in EL Civics networking meetings or trainings and from the support offered by the EL Civics Program Specialists.

In response to Question 34, EL Civics agencies clearly identified that the support provided by EL Civics networking meetings or trainings (58 respondents) and the support offered by the EL Civics Program Specialists (55 respondents) were the most beneficial; however, EL Civics agencies relied on all of the resources listed in response to Question 33 for support.

EL Civics program implementation is complex; involved agencies must also rely on resources not listed in Question 33 for additional assistance and information. Agencies indicated in their responses to Question 34 that they also used resources such as:

- Student needs assessments
Most useful was the EL Civics program specialist and then feedback from students attending - what they want, what they need. Small CBO

- EL Civics Web sites
One of the most beneficial support resources is EL Civics Web sites. They can be accessed at any time and can provide lessons, links, and tips to other resources. Medium-sized Adult School
- Consortium meetings
For up-to-date budget and political information, the local area consortiums have been the most effective; also we deal with our CASAS and CDE program specialists in person. Small CBO
- Local agency resource teachers
Local agency resource teacher was our primary source of information on community, Web and instructional materials and resources. She was our liaison person with the CASAS Program Specialist. Medium-sized Adult School
- State Leadership Projects
OTAN Web site, CASAS technical support through telephone use. Medium-sized CCD

Collaborating with other agencies and using CALPRO resources. Small Adult School
- Specialized agency staff
Specially hired EL Civics coordinator to develop the additional assessments and help coordinate the program and aides hired to help with the paperwork. Large CCD
- EL Civics materials
The sample objectives and assessments that were provided in the original grant application were most helpful. Medium-sized Adult School

Many EL Civics agencies reported that, although they may have struggled with the implementation of their EL Civics programs to some degree, the benefits to both students and staff have made the entire process worthwhile. One respondent from a medium-sized adult school summarized this capacity-building process:

It is hard to describe in words but this past year and implementing EL Civics has created a buzz and a cohesiveness in our agency. It was a tremendous amount of work to create lessons, units, and additional assessments; however, staff and students alike love the changes we have made. We seem to have a more clear focus now for ESL and everything we do centers around "this would be great for an EL Civics project!" Because we have had one year to see what works and what doesn't, we are excited about what we want to do for next year.

9 SUMMARY AND RECOMMENDATIONS

This chapter summarizes the successes and challenges of the 2003-04 WIA Title II funded programs in California. In addition, it offers recommendations from these local programs to the CDE for ongoing support to promote continuous program improvement and student success.

Summary

Fiscal year 2003-04 represents the fifth year of WIA Title II implementation. Each year California has seen an increase in both the numbers of students served and agencies serving them. During the 2003-04 program year, 291 agencies served 842,464 students. The agencies reach a diverse adult population geographically located throughout the state representing all ethnicities. The agencies vary in size—from large to small—and in program type—from CBOs to library literacy programs, adult schools, community colleges, county offices of education, state agencies, and jails. Their focus is to assist adults in acquiring the basic literacy skills of listening, speaking, reading, writing, mathematics, and problem solving, enabling them to become productive citizens of society. Toward that end, agencies reach out to their communities, recruit students with literacy needs, provide appropriate orientations, assess students' needs and goals, track their progress through the system, and assist them in meeting their future goals. As part of that process, agencies continue to refine methods to collect complete and accurate data, report outcomes, analyze information, and make curriculum adjustments as they comply with the federal requirements. Over the past five years, this effort has provided the State of California with a powerful tool to help meet the needs of its literacy-challenged adult population. Measures of 2003-04 WIA Title II program success include the following:

- California met or exceeded 11 of 12 NRS core performance goals for literacy skill level completion with overall literacy performance exceeding the literacy goal.
- California met all four follow-up measures, based on a data match for obtaining a GED and based on survey data for the other measures.
- Of the 842,464 learners enrolled in WIA Title II programs, 70.2 percent met the NRS criteria for inclusion in the Federal Tables.
 - Of the number of NRS-eligible learners (591,574), 52.6 percent or 310,945, remained in their programs long enough to take both a pretest and a post-test.
 - Of the number of learners who took both a pretest and a post-test, 221,177 earned at least one payment point.
- More than 76 percent of EL Civics learners demonstrated mastery of EL Civics objectives, based on local agency developed performance assessments.
- Local EL Civics funded programs benefit their 171,273 students by involving them in curriculum that is directly linked to their needs and involving them directly in civic participation activities, resulting in 37.3 percent completing a level and 24.5 percent advancing one or more levels.

Local agency responses to the 2003-04 WIA Title II Survey provide evidence that the majority of local providers now (1) recognize the necessity for and benefits of the WIA data collection and reporting requirements, (2) are continuing to improve their ability to collect and report complete and accurate data in full alignment with the NRS requirements and data quality standards, and (3) are building the capacity to use their current data to analyze and leverage program strengths and identify strategies for continuous instructional and overall program improvement.

A forthcoming California WIA Title II trend data report will highlight statewide successes since the inception of current WIA Title II funding. Some examples:

- California has met or exceeded the average NRS Core Performance Goals from 1999-2000 to 2003-04.
- The number of WIA Title II funded agencies steadily increased from 195 in 2000-2001 to 291 in 2003-04, (a 49 percent gain).
- Agency data records from year 2001-02 to 2003-04 show a steady increase in the timeliness of data submissions by agencies of all sizes, with 100 percent of large agencies submitting on time for the last 2 years.
- The number of small agencies funded with WIA Title II resources increased 132 percent over the 4-year period (50 agencies in 2000-2001 to 116 in 2003-04).
- For the third consecutive program year, there was an increase in the number of CBOs.
- Over the 4-year period, annual enrollments increased by 30.8 percent. CBOs made the most dramatic enrollment percent increase—with a 296 percent increase over 2000-2001.
- The percentage of agencies using the resources of the four State Leadership Projects (CALPRO, CASAS, CDLP, and OTAN) continues to increase.

Highlights from this document, *California WIA Title II Program Implementation: Voices from the Field, 2003-04*, are presented in the following four sets of findings.

Successful program strategies for 2003-04:

- Providing targeted training for all staff to improve the testing processes, data collection, data organization, and data reporting.
- Providing professional development at both the classroom and at the program management level on using data to improve instruction.
- Providing instruction that is targeted to student needs.
- Initiating data quality control processes.
- Collaborating with other agencies for program and instructional improvement.
- Providing a coordinator in charge of assessment.

Agency priorities for 2004-05:

- Initiating processes to improve student persistence, to include orientation and goal setting, targeting instruction to students assessed needs and goals, and investigating the effectiveness of various managed enrollment options.
- Developing and improving curriculum.
- Improving data collection, quality, uses, and outcomes.

Identified professional development needs for agencies for 2004-05:

- Improving the quality of student assessment data.
- Using student assessment data to target instruction.

Challenges for agencies for 2004-05:

- Tracking and increasing student persistence.
- Increasing the percentage of students who remain in class long enough to have both Entry and Update records and show progress by taking both pre- and post-tests.
- Increasing the use of distance learning in small agencies.
- Increasing the use of student data to inform program improvement and instruction.
- Meeting all quarterly reporting deadlines.

The following recommendations to the CDE reflect the analysis of survey and focus group data as well as feedback from the voices from the field. The field requests that the CDE consider these recommendations to support WIA Title II agencies in their efforts to achieve California's goals for continuous program improvement. As agencies demonstrate increased success, strategies found to be effective continue to inform that success and should continue to receive support. Many of the recommendations are continued or refined from prior years.

Recommendations

Data Quality, Submission, and Use

ACCOUNTABILITY

California adult education providers report improved expertise and interest in ensuring the collection of clean and accurate data. Data collection and quality has steadily improved as providers adjust to standards and requirements and set processes in place. Administrative staff moved from the struggle to achieve compliance to the use of data as a management tool.

Most agencies are using data to provide feedback to instructors and learners in order to increase learning gains and outcomes. Survey results and focus group comments indicate that an agency priority for the 2004-05 program year is to continue to improve data collection, quality, uses, and outcomes. Agencies are using agency-specific

TOPSpro reports to inform their program and instructional improvement. Numerous agency quotes in this document confirm that WIA programs are making good progress toward this goal. Even as agencies experience personnel turnover, this progress will continue with sustained state support.

Recommendation 1:

Continue to provide technical support and resources to assist WIA Title II agencies as they continue to increase data quality and reporting accuracy including assistance in:

- Fully using the TOPSpro system to improve efficiency in data collection.
- Reading, analyzing, and using data reports to facilitate continuous program improvement and increase student outcomes.
- Building capacity to use local data for curriculum and instructional improvements and student and instructor feedback.
- Using local agency data for program marketing, recruiting, and communicating with all stakeholders.

DATA MATCH

Without a unique student identifier, the ability of California to report a truly complete and accurate measure of core performance indicators is hampered. Local agencies report a low rate of response from core performance follow-up mail surveys. The minimal data they receive, in spite of considerable effort in providing adequate time, money, and manpower toward the mail survey process, fails to provide meaningful information for program change directly related to employment and postsecondary outcomes. The mail surveys tell only a partial story, inadequately documenting the success of state programs. This has been an ongoing issue for agencies and the California WIA program as a whole.

Recommendation 2:

Provide authority and resources to implement a data match system for WIA Title II agencies to more reliably collect and report on core performance outcome measures (entered employment, retained employment, entered postsecondary education or training) and thereby provide reliable, current, and comprehensive information that:

- Accurately reflects program successes and challenges
- Demonstrates a return on investment
- Enables continuous program improvement of learning gains and outcomes
- Supports effective state level policy decisions

Program Management

PROFESSIONAL DEVELOPMENT

Survey responses confirm that providing targeted training and professional development for all staff was the most effective program management strategy during the 2003-04 program year. In addition, professional development was one of the high program improvement priorities for 2004-05. (See Chapter 5 for details.)

Agency respondents indicated areas of need for professional development for administrators and coordinators as budget management issues, data quality improvement, and using data analysis to inform program and instructional improvement. The high priority needs for professional development for instructors were curriculum development, improvement, and revision; EL Civics implementation; and using data analysis to target instruction. The areas of need for professional development for other staff were identified as data quality improvement; data collection and TOPSpro implementation; cross training of support staff; and communication skills for customer service.

Program improvement priorities for the 2004-05 program year were student persistence (retention); curriculum development; and data collection, uses and outcomes. To ensure continuous improvement, professional development will play a key role in these areas.

A number of factors raise barriers to the ability of providers to access professional development opportunities. Time, distance, conflict with class schedules, and budgetary considerations all impose constraints, especially on small agencies, where one person may fill multiple positions. Alternate modes of delivery may alleviate some of the strain and enable expanded outreach.

Recommendation 3:

Continue to provide quality professional development activities for all levels of program personnel (administrators, program coordinators, instructors and support personnel) that are accessible statewide. Investigate alternative delivery modes such as teleconferencing. Investigate methods to periodically reassess agency staff development needs throughout the program year and adjust activities accordingly. Continue to provide quality activities that include professional development in the following areas for administrators and program coordinators:

- Collecting clean and accurate data and ensuring quality control.
- Creating and analyzing local data reports for use with instructors, board members and other decision makers.
- Managing the financial resources of a program.
- Setting program priorities to adapt to changing state budgets.
- Putting processes in place to improve student persistence (retention).
- Implementing activities that support student goal setting, student orientation, counselor follow-up, and effective classroom management.
- Investigating managed enrollment.

- Using EL Civics resources: EL Civics Web sites, program specialists, and other resources.
- Implementing technology for administrators.
- Developing, identifying and adapting curriculum and materials for new classes or programs created in response to local needs.
- Examining research-based methodologies and materials.
- Collaborating with other agencies.
- Using the services provided by the four State Leadership Projects more effectively
- Increasing the availability of guidance and counseling services.

Continue to provide activities that include professional development in the following areas for instructors:

- Managing multi-level classrooms
- Using EL Civics resources, such as EL Civics Web sites and program specialists.
- Developing, identifying, and adapting curriculum and materials targeted to identified local needs.
- Using agency-specific data reports to target classroom instruction.
- Examining research-based methodologies and materials.
- Using the services provided by the four State Leadership Projects more effectively.

Continue to provide activities that include professional development in the following areas for other personnel:

- Collecting clean and accurate data and ensuring quality control
- Improving computer literacy
- Using the TOPSpro system to more effectively facilitate submission of complete, effective, and accurate data
- Communicating effectively with customers
- Cross-training of support staff

Program Resources

STATE LEADERSHIP PROJECTS

Most WIA Title II professional development is created by, and offered through, the four State Leadership Projects and the Professional Development Centers (PDCs).

Respondents to the WIA Title II Survey indicated that to accomplish their program improvement goals they anticipated increased use of the services provided by the four State Leadership Projects in the 2004-05 program year.

Recommendation 4:

Continue the current level of support for the four State Leaderships Projects by:

- Increasing marketing of the activities and focus of the four projects
- Investigating alternative modes of delivering training
- Continuing to support the EL Civics Program Specialists
- Continuing to ensure the provision of services targeted to small agencies

TECHNOLOGY

Most agencies now have computers available with appropriate software support and use computers as a supplement to classroom instruction. Many of the computers are located in the classroom, while some agencies take students on a regular basis to supplemental multi-media learning labs. In addition, some agencies have laptops available on a checkout basis to students or provide mobile computer labs to visit sites on a regular basis. Survey respondents indicated that larger agencies used technology more often than medium-sized or small agencies.

Current funding regulations may be impeding the expansion of distance learning options in some agencies, especially stand-alone distance learning programs.

Recommendation 5:

Continue to provide resources and support for ongoing and new technology both at the program and classroom level that include:

- Preparing well-formulated plans for technology use.
- Leveraging OTAN's successful technology mentoring program.
- Supporting the potential expansion of distance learning by clearly defining which distance-learning programs qualify for supplemental funding.
- Targeting networking and training opportunities to address small agency challenges in technology implementation.
- Increasing agency use of the resources offered through CDLP.
- Researching successful distance-learning programs, and identifying and piloting alternative modes of delivery for distance learning.
- Expanding professional development opportunities to include the use of digital cameras, LCD projectors, Power Point, smart boards, and smart cards.

Research and Dissemination**EVIDENCED-BASED RESEARCH**

Research on identifying effective instructional strategies to use with the WIA Title II population is limited. Results of research conducted by practitioners with similar student populations can be very helpful to ASE, ABE, and ESL instructors as findings would likely be more applicable to their population and instructional contexts.

Recommendation 6:

Continue to support practitioner-based research studies related to adult literacy and the dissemination of current adult education research that provides interpretation and adaptation for practical use in the classroom with students by:

- Researching the effectiveness of the implementation of managed enrollment.
- Using the 2003-04 WIA Title II Survey information to identify agencies currently focusing on student persistence, explore methods for agencies to document the effectiveness of student persistence, and develop mentoring models for agencies wishing to focus on this issue.
- Identifying and disseminating information related to effective programs and practices.
- Investigating the impact of providing incentives for teacher participation in professional development activities.

STUDENT SUCCESS

Program success is student success. Through effective implementation of student needs assessments, student orientations, goal setting, and targeted instruction, agencies are experiencing greater student success rates.

Recommendation 7:

Pursue the identification and dissemination of factors at both the program and classroom level that promote student success and provide professional development to administrators and instructors related to implementation of these factors. Factors at the program level include:

- Student incentives for attendance and progress
- Additional guidance and counseling support activities
- Orientation and goal setting
- Reduced class sizes
- Managed enrollment
- Distance learning
- Computer technology
- Childcare
- Transportation

Ultimately, student success is directly linked to key instructional elements that promote student success. Factors at the instructional level include:

- Organization of instruction and effective monitoring of progress
- Effective classroom management strategies
- Effective instructional methodologies and strategies
- Effective use of technology to support learning
- Focus on student orientation and goal setting

Collaboration and Coordination

WIBS AND ONE-STOPS

More than 70 percent of the WIA Title II Survey respondents indicated that they had some type of interaction with their local One-Stop and 65 percent indicated some type of involvement with their WIB.

Recommendation 8:

Continue to provide resources and support for shared use to expand and strengthen collaboration with local WIBs and One Stops by:

- Identifying models of effective collaboration
- Disseminating effective programs and practices
- Providing incentives to local providers for strengthening Title I and Title II collaborations, particularly those involving small agencies
- Promoting the effectiveness and usefulness of WIBs and One Stops

ADVISORY GROUPS

Feedback received from the voices from the field during the survey development and review process continues to provide all stakeholders and providers of WIA Title II programs with the opportunity to contribute to the data collection, analysis, and interpretation processes, as well as to participate in the development of recommendations to the CDE.

Recommendation 9:

Continue to support WIA Title II field-level advisory groups and regional focus groups, as specified in the California State Plan, as well as provision of other structured opportunities for communication and feedback from the field.

APPENDIX

Appendix A Twelve Considerations

Twelve Considerations to be used in awarding funding under the Workforce Investment Act (WIA) Title II, the Adult Education and Family Literacy Act (AEFLA).

In awarding grants or contracts under this section, the eligible provider shall consider:

- (1) The degree to which the eligible provider will establish measurable goals;
- (2) The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under Sec. 212 of AEFLA, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;
- (3) The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) Whether the activities are built on a strong foundation of research and effective educational practice;
- (6) Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) Whether the activities are staffed by well-trained instructors, counselors, and administrators;
- (9) Whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;
- (10) Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
- (11) Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and
- (12) Whether the local communities have a demonstrated need for additional English literacy programs (Sec. 231)(e)).

Appendix B
2003-2004 Survey of WIA Title II Programs in California

Agency Name: _____

Contact Name: _____

Name of Person Filling Out Survey: _____

Position: _____

Address: _____

City: _____ **Zip:** _____

Telephone: _____ **Fax:** _____

E-mail: _____

Please note that you may access and complete this survey online at the CASAS Web site:

www.casas.org.

WIA TITLE II PROGRAM MANAGEMENT
--

1. How does your agency use **data and assessment results at the program level?**

Please check all that apply:

- Determine program improvement priorities
- Inform/provide feedback to staff
- Use as a staff development tool
- Communicate with governance (e.g., school board, legislators, and other decision makers)
- Share with community as a marketing and recruitment tool
- Other (please specify):

2. How does your agency use **data and assessment results with students?**

Please check all that apply:

- Identify student needs
- Place students into program(s)
- Prioritize curriculum
- Target instruction
- Monitor progress and attainment of goals
- Inform students about their performance
- Determine or validate educational advancement to next level(s)
- Allocate resources
- Other (please specify):

3. Below is a list of **program management strategies** that agencies indicated they employed last year.

For those strategies listed below that your agency employed in 2003-2004, please indicate whether your agency found the strategy effective or ineffective.

If your agency did not employ the strategy, please select N/A.

Effective	Ineffective	N/A	Strategy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Setting up testing schedules for each class based on number of hours per week that classes meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Setting up data quality control processes such as reviewing all forms and answer sheets prior to scanning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing reward/recognition programs (student performance)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementing student orientation and goal-setting processes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing a coordinator in charge of assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reassigning or adding staff to data collection and accountability responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing targeted training and professional development for all staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collaborating with other agencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementing managed enrollment

4. Please briefly describe any program management strategy **other** than those listed above that your agency found to be particularly effective.

5. Please identify key factors in the list below that have had **a positive impact** on student retention/persistence in your agency.

Please indicate each of the programs on which the factor listed has had a positive impact.

If your agency did not employ the factor in any of the three programs, please select N/A.

ABE	ASE	ESL	N/A	Factor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Managed enrollment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open enrollment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student orientation program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student goal setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruction targeted to students' needs and goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reward and recognition programs for attendance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reward and recognition programs for goal attainment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student perception of individual teachers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Availability of student support services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

6. Please note any factors that have had **a negative impact** on student retention or persistence in your agency. (Please indicate program: ABE, ASE, ESL, or All)

7. Please list your agency's **three highest priorities for program improvement** in 2004-2005:

1. _____
2. _____
3. _____

8. Please indicate the measures your agency is taking to adapt to current and projected **state budget cuts** in education.

Please check all that apply:

- Applying for additional/alternative sources of funding
- Eliminating specific programs
- Reducing specific program options (e.g., VESL, distance learning)
- Reducing summer program
- Not offering summer program
- Limiting the program to fewer days during the regular school year
- Limiting the number of classes
- Increasing class size
- Reducing staff hours
- Reducing support staff
- Reducing instructional staff
- Reducing instructional hours
- Reducing administrative positions
- Raising fees for fee classes
- Switching to a trimester system
- Relying more on volunteers
- Cutting back staff development, including conferences and workshop attendance
- Restricting materials/equipment expenditures
- Depending more on donations of services and materials
- Using reserve funds
- Other (please specify):

COORDINATION

9. In what ways does your agency interact with the local One-Stop center?

Please check all that apply:

- Receive/give student referrals
- Assign staff liaison to One-Stop Center
- Provide classes or training
- Provide skills labs
- Conduct workshops, conferences, or informational meetings
- Arrange job fairs
- Provide testing/assessment services
- Reimburse One-Stop Center for services rendered
- Have little or no involvement with One-Stop Center
- Other (please specify):

10. How would you characterize the effectiveness of your agency's interaction with the local One-Stop center?

Very Effective	Somewhat Effective	Not sure/too soon to tell	Somewhat Ineffective	Very Ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please indicate any partner(s) other than the local One-Stop center with whom your agency has a successful collaborative arrangement, and which has had meaningful impact on your WIA Title II program(s).

Please check all that apply:

- Local community business or agency
- Hospital or health care provider/facility
- Child services agency
- Health services agency
- Employment agency
- Other social services agency
- CalWORKS
- Literacy program or agency
- Other educational institution
- Government, military, or law enforcement agency
- Other (please specify):

12. In what ways does your agency interact with your local Workforce Investment Board (WIB)?

Please check all that apply:

- Administrator serves on local WIB board
- Staff attend WIB meetings
- Staff serve as WIB committee members
- Agency is represented through a consortium
- Agency has Memorandum of Understanding (MOU) with WIB
- Agency has little or no involvement with WIB
- Other (please specify):

13. How would you characterize the effectiveness of your agency's interaction with the local Workforce Investment Board?

Very effective	Somewhat effective	Not sure/too soon to tell	Somewhat ineffective	Very ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLANNING FOR PROFESSIONAL DEVELOPMENT IN 2004-2005

14. What are your agency's anticipated priorities for professional development for **administrators and coordinators** in 2004-2005?

Select a priority level of **High, Medium, Low, or N/A:**

High	Med	Low	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data collection and TOPSpro implementation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data quality improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data analysis/using TOPSpro data to manage and improve programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Civics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Updates on legislation and regulations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technology use, including database management other than TOPSpro
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CA High School Exit Exam/GED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New administrator orientation/issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Budget issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personnel Issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research studies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

15. What are your agency's anticipated priorities for professional development for **instructors** in 2004-2005?

Select a priority level of **High, Medium, Low, or N/A:**

High	Med	Low	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data collection and TOPSpro implementation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data quality improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data analysis/using TOPSpro data to target instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom management strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curriculum development, improvement, revision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructional strategies, research-based methodologies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Development of course outlines and lesson plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Computer-based instructional strategies/curricula
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integration of other technology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment of curriculum with Model Standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment of curriculum with CASAS competencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment of curriculum with SCANS competencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Civics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CA High School Exit Exam/GED
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

16. What are your agency's anticipated priorities for professional development for **other staff** in 2004-2005?

Select a priority level of **High, Medium, Low, or N/A:**

High	Med	Low	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data collection and TOPSpro implementation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data quality improvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of technology (including computer literacy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication skills/customer service
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cross-training of support staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Program administrative issues (such as attendance)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Database management other than TOPSpro
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

17. How has your agency used the support resources available through the Leadership Projects during 2003-2004 and what priority of use does your agency anticipate for 2004-2005?

Please indicate the types of support your agency has received in 2003-2004 and their priority of use for 2004-2005:

OTAN (Outreach and Technical Assistance Network) Support Activities and Resources	Frequency of Use in 2003-2004			Anticipated Priority of Use in 2004-2005		
	Often	Sometimes	Almost Never or Never	High	Medium	Low
Announcements of and assistance with grant proposals, applications etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on legislation, budgets, ed codes, state and federal updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calendars, notices of upcoming events, CDE reports, due dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology workshops, mentoring, TA, Website or Internet access, CAI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course outlines, lesson plans, curriculum resources for instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research studies, information downloads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletter and/or Webcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the types of support your agency has received in 2003-2004 and their priority of use for 2004-2005:

CASAS (Comprehensive Adult Student Assessment System) Support Activities and Resources	Frequency of Use in 2003-2004			Anticipated Priority of Use in 2004-2005		
	Often	Sometimes	Almost Never or Never	High	Medium	Low
Regional training for accountability and TOPSpro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional training for standardized assessment implementation (reading, listening and math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional training for Citizenship assessment, writing assessment, additional performance assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional training for use of data to inform instruction, improve programs. provide reports to stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical assistance including telephone, e-mail, online forums, Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional network meetings for TOPSpro, EL Civics, Use of data and reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consortium Meetings and Summer Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing materials including support materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the types of support your agency has received in 2003-2004 and their priority of use for 2004-2005:

CALPRO (California Adult Literacy Professional Development Project) Support Activities and Resources	Frequency of Use in 2003-2004			Anticipated Priority of Use in 2004-2005		
	Often	Sometimes	Almost Never or Never	High	Medium	Low
Professional development workshops for instructional and administrative staff delivered through Regional Resource Centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check out training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused networking meetings (ABE, GED, ASE, ESL, EL Civics, CBET, CBOs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsletter, workshop schedules, notices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the types of support your agency has received in 2003-2004 and their priority of use for 2004-2005:

CDLP (California Distance Learning Project)	Frequency of Use in 2003-2004			Anticipated Priority of Use in 2004-2005		
	Often	Sometimes	Almost Never or Never	High	Medium	Low
Support Activities and Resources						
Information, technical assistance and resources for designing, developing and implementing distance learning and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance learning listserv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and informational materials (e-mail, data alerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance education materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops, meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE EDUCATIONAL PRACTICES, REAL LIFE LEARNING

18. Below is a list of **instructional strategies** that agencies indicated their instructors employed in previous years.

For those strategies listed below that your instructors employed in 2003-2004, please indicate whether they found the strategy effective or ineffective.

If your instructors did not employ the strategy, please select N/A.

Effective	Ineffective	N/A	Strategy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Targeting instruction to students' needs and goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using group assessment results to target instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using individual assessment results to target feedback and instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using multiple measures of assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aligning curriculum and instruction with identified student needs/goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aligning curriculum with CASAS or SCANS competencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Revising curriculum content or design
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing bilingual support for limited English learners (outreach, orientation, counseling, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Providing support staff such as tutors or instructional aides
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrating technology, such as computer, video, audio

19. Please briefly describe any **additional** instructional strategies beyond those listed in question 18 that your instructors found to be particularly effective.

20. Please briefly describe the way(s) your agency uses data gathered through student needs assessments.

TECHNOLOGY

21. Below is a list of ways in which agencies indicated they implemented **computer technology** in 2002-03. Please indicate the activities your agency employed in 2003-04.

Please check all that apply:

- Use computers/software to provide core instructional content
- Use computers/software as a supplement to classroom instruction
- Provide computer lab for student use
- Provide e-mail/internet access for student use
- Provide wireless access to network and/or Internet for student use
- Provide LCD Projector (to project image on screen) in at least one classroom
- Use internet/e-mail for communication between instructors and students
- Provide Web access for student use as a research resource
- Provide Web access for student use as an instructional resource
- Make computer(s) available in classroom
- Make computer(s) available in library
- Other (please specify):

22. Below is a list of ways in which agencies indicated they implemented **other forms of technology** in 2002-03. Please indicate the activities your agency employed in 2003-04.

Please check all that apply:

- Use video to provide core instructional content
- Use video as a supplement to classroom instruction
- Use audio/cassettes/CDs to provide core instructional content
- Use audio/cassettes/CDs as a supplement to classroom instruction
- Use PowerPoint presentations to deliver instructional content
- Use PowerPoint for student presentations or completion of assignments/reports
- Use PDAs (Palm, Visor, Clie, etc.) or pocket PCs for instruction
- Use portable keyboards for writing instruction
- Use interactive whiteboards in providing instruction
- Use digital video cameras for student project(s)
- Produce CDs to supplement classroom instruction
- Other (please specify):

23. Please indicate the Internet connectivity rates at the primary locations where your agency provides instruction:

Number of sites	Internet Access
_____	Telephone dial-up modem
_____	DSL or cable
_____	T1 connectivity
_____	Other type of access (Please specify): _____
_____	Agency not connected to Internet

24. What is the number (in full time equivalents) of technical support staff available to the WIA Title II programs at your agency? _____

25. Please indicate the WIA Title II programs for which your agency offers a distance learning option.

Please indicate whether the distance learning option is a stand-alone alternative, a supplement to classroom instruction, or both.

If your agency did not offer distance learning in a particular program, please select Do Not Offer.

PROGRAM	Stand-Alone	Supplemental	Do Not Offer
ABE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASE/GED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL-Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EL Civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Please indicate the **delivery format** of your agency's distance learning program(s).

Please check all that apply:

- Video and text/workbook/study packet
- Audio cassette and text/workbook/study packet
- Interactive CD
- CD and text/workbook/study packet
- Text/workbook/ study packet only
- TV program or remote satellite transmission
- Web/internet based program
- Web/internet based activities or journals/logs
- Other (please specify):

27. Below is a list of methods used by agencies to document the effectiveness of their distance learning programs. Please indicate the methods used by your agency.

Please check all that apply:

- CASAS standardized assessments
 - Other paper and pencil assessments
 - Computer-based assessment
 - CASAS or commercially-developed performance-based assessment
 - Agency-developed performance-based assessment (please describe):
-
- Student evaluations
 - Attendance/retention data
 - Other (please specify):

28. What new **distance learning** instructional materials would be useful in your WIA Title II program(s)?

EL CIVICS

29. Please indicate the one element of your agency's EL Civics program implementation that has been **most beneficial**

a. to **the students** enrolled in the EL Civics program:

b. to **your agency** as a whole:

30. Please choose and briefly describe one EL Civics performance-based additional assessment that worked well in your agency. In your description, please identify the objective the assessment was developed to measure.

31. Please identify any barriers your agency encountered in the implementation of any EL Civics **objectives or additional assessment plans.**

Please check all that apply:

- Low literacy level of students
- Low skill level of students in areas other than language/literacy
- Sporadic attendance patterns of students
- Scope of objective exceeded time/resources
- Lack of appropriate preparation for instructors
- Lack of qualified instructors
- Lack of appropriate instructional materials
- Other(please specify):

32. Please briefly describe any techniques your agency has found effective in coping with the barriers listed in question 31.

33. Please indicate the EL Civics resources your agency has relied on most extensively in providing support for your EL Civics project(s).

For those resources listed below that your agency used in 2003-2004, please indicate the frequency of use.

If your agency did not use the resource, please select Not Used.

Used Extensively	Used Occasionally	Used Infrequently	Not Used	Resource
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Civics program specialist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CDE Regional consultant
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local agency resource teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Civics workshops and training
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EL Civics Web sites (please identify):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other online resources (please identify):
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Networking with other agencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

34. Please briefly describe the type of EL Civics resource support that was **most beneficial** to your agency.

35. Please provide any additional remarks or general comments you have regarding **WIA Title II programs**:

*Thank you. We appreciate the time and effort you have taken to complete this survey.
If you have any questions, please call CASAS at 1-800-255-1036.*

Please complete and return by Friday, May 28, 2004

Appendix C Demographic Information: Federal Table 1

Table 1 – Program Year 2003-2004

Participants by Entering Educational Functioning Level, Ethnicity and Sex

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

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy	108	91	238	197	1,401	678	2,343	1,165	129	98	2,363	1,604	10,415
ABE Beginning Basic Ed	241	158	272	215	2,367	1,071	4,203	2,396	206	107	1,691	761	13,688
ABE Intermediate Low	338	264	463	452	2,932	1,922	5,502	4,399	317	244	2,231	1,472	20,536
ABE Intermediate High	766	610	1,073	994	5,041	2,852	11,914	10,210	763	595	5,770	4,093	44,681
ABE Subtotal	1,453	1,123	2,046	1,858	11,741	6,523	23,962	18,170	1,415	1,044	12,055	7,930	89,320
ASE Low	521	522	1,143	1,249	3,282	2,870	12,191	12,165	873	738	6,474	5,677	47,705
ASE High	242	200	526	501	1,108	851	4,758	4,319	361	255	3,303	2,348	18,772
ASE Subtotal	763	722	1,669	1,750	4,390	3,721	16,949	16,484	1,234	993	9,777	8,025	66,477
ESL Beginning Literacy	189	200	1,343	3,113	76	167	9,967	10,459	24	45	501	716	26,800
ESL Beginning	1,047	875	5,839	12,828	328	518	49,460	56,870	188	278	2,722	4,119	135,072
ESL Intermediate Low	944	1,007	5,651	12,622	281	438	43,817	54,666	182	286	2,290	3,909	126,093
ESL Intermediate High	539	408	3,954	9,082	186	290	20,998	27,148	143	213	1,375	2,710	67,046
ESL Low Advanced	476	439	4,214	10,459	199	247	21,776	27,287	175	284	1,622	3,574	70,752
ESL High Advanced	58	38	882	2,223	45	33	2,556	2,908	37	58	335	841	10,014
ESL Subtotal	3,253	2,967	21,883	50,327	1,115	1,693	148,574	179,338	749	1,164	8,845	15,869	435,777
Total	5,469	4,812	25,598	53,935	17,246	11,937	189,485	213,992	3,398	3,201	30,677	31,824	591,574

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

**See attached definitions for educational functioning levels.

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

OMB Number 1830-0027, Expires 1/31/03.

**Appendix D
TOPSpro Reports**

TOPSPRO 4.0 REPORTS		
*A=Administrator, T=Teacher, S=Student, C=Consumer, D=Data Entry/TOPSpro user		
REPORT	AUDIENCE*	DESCRIPTION
Test		
Class Performance	T	Shows teachers how individual students responded to questions on specific tests within an Agency-Class.
Learning Gains		
Learning Gains: First to Last	A,T	Matches first-to-last test according to form type, locates matching tests even if a student changed classes since first test was taken, and allows user to set the test date range for the anchor test in the report generator.
Learning Gains: Last to First	A,T	Matches last-to-first test according to form type, locates matching tests even if a student was enrolled in more than one class, and allows user to set the test date range for the anchor test taken in the report generator.
Learning Gains: First to Highest	A,T	Matches first test to the highest test according to form type, locates matching highest test even if a student is enrolled in multiple classes, and allows user to set the test date range for the anchor test in the report generator.
Learning Gains Summaries (see below by Program, Agency, Site, and Class)		
Learning Gains Summary by Program	A	Shows by Instructional Program and modality (reading, math, listening), the average gains or setbacks between scaled scores of the first and last tests taken within a defined period of time for a particular program.
Learning Gains Summary by Agency	A	Shows by Instructional Program and modality (reading, math, listening), the average gains or setbacks between scaled scores of the first and last tests taken within a defined period of time for a particular agency.
Learning Gains Summary by Site	A	Shows by Instructional Program and modality (reading, math, listening), the average gains or setbacks between scaled scores of the first and last tests taken within a defined period of time for a particular site.
Learning Gains Summary by Class	A,T	Shows by Instructional Program and modality (reading, math, listening), the average gains or setbacks between scaled scores of the first and last tests taken within a defined period of time for a particular class.

Benchmarks		
CASAS- Level Certification	A	Used to record summary information about students who have been awarded CASAS level certificates. Divided into three tables: (1) count of the number of certificates issued by CASAS level and subject area, (2) count of the number of persons who received multiple certificates by CASAS level and subject area, (3) count of the number of persons receiving certificates at each instructional level.
California Benchmark Summary	A	The California Benchmark Report addresses the need for California funded WIA/AEFLA 225 and 231 agencies to document core performance indicators (benchmarks) within the framework of the data collection requirements for students in Priorities 1, 2, 3, 4, and 5 as defined in the <u>Workforce Investment Act (WIA), Title II Adult Education and Family Literacy Act (AEFLA), and California State Plan, 1999-2004.</u>
California Benchmark Totals	A,T,D	Lists the total benchmarks attained by an agency using the logic of the California Benchmark Summary Report. This report will display number of students receiving one, two or three benchmarks. This information will be displayed by Priority and Instructional Program, and is an agency level report.
California Benchmark Monitor	A,T,D	Lists all students considered in the population for the California Benchmark Summary Report. Special options are available to customize the report so several of the benchmark criteria can be included or excluded. This means students who did not meet the requirements of an entry record, update record, and at least twelve hours of instruction can also be included in the Monitor Report. This feature will allow administrators and teachers to locate students who are missing key criteria for benchmarks.
Progress		
Class Progress	A,T	Provides a straight data dump of individual student progress in a class, displays key information from the Entry Record and related Update Record, and focuses on instructional level movement, related progress, and reason for leaving early.
Goals and Results by Class	A,T	Used for viewing reasons for student enrollment and student accomplishments at the time of Update, and is divided into two columns: each student's primary and secondary reasons for enrolling in the class, and displays all of the results the student achieved in the areas of work, personal/family, community, and education.
Skill Level	A,S,T	Displays a student's skill level at Entry and Update. It also lists the student's test history and skill levels. This report is available in both a detail and summary format.

Competency		
Student Performance by Competency	S,T	Shows how an individual student responded on a given test form by displaying the competency number and statement for each test item and whether the student correctly answered the item.
Consumer Skills Profile	C, T	Shows a summary of an individual consumer's performance on the 27 skills featured in POWER during a particular Observation. The report displays each competency number and statement in POWER, along with the individual's corresponding performance level, observation level, and comment, in an easy to read, printable format.
Agency Performance by Competency	A	Serves as an aggregate report of how all classes within an agency performed on a given test, and displays a percentage by which each item or competency was successfully completed within the program.
Site Performance by Competency	A	Serves as an aggregate report of how all classes within an agency performed on a given test. The user is able to see a percentage by which each item or competency was successfully completed within the agency.
Class Performance by Competency	S,T	A summary of how a class performed on a given test by percentage of students achieving the correct answer on each item (indicating mastery of that competency).
Demographics		
Entry Record-Summary by Agency	A	Serves as an aggregated report of all individual student Entry Records. This report provides a representation of the student population and program goals of an entire agency.
Entry Record-Summary by Site	A	Serves as an aggregated report of all individual student Entry Records. This report provides a representation of the student population and program goals of a particular site.
Entry Record-Detail	A,T,D	Displays the individual fields bubbled on the Entry Record by student. This report may be used to view the student's reasons for enrollment, program, and level of each student. Includes the Student ID, Name, Entry Date, Instructional Program, Special Programs, Primary and Secondary Enrollment Reasons, and Work Maturity Skills.
Update Record-Summary by Site	A	Serves as an aggregated report of all individual student Update Records. This report provides a representation of the student population and program goals of a particular site.
Update Record	A,T,D	Displays the individual fields bubbled on the Update Records, including the Update Instructional Program, Instructional level, Progress/Status, Reason for leaving early (if applicable), High School Credits, and Instructional Hours.
Demographic - Summary by Agency	A	Shows the aggregated demographics for all students within an agency. This report may be used to determine how many students still need a Social Security number and may also be used to determine the average level of education, ethnicity, or age of the student population.

Demographic-Summary by Site	A	Shows the aggregated demographics for all students within an agency. This report may be used to determine how many students still need a Social Security number and may also be used to determine the average level of education, ethnicity, or age of the student population at a particular site.
Demographic-Detail	A,T,D	Lists all the demographic variables by student derived from the Entry Record answer sheets (can be scanned or manually entered). Fields include Agency, Site, Class, Student, Student ID, Entry Dates, Sex, Birth date, Years of School, Highest Degree/Diploma, Native Language, Ethnicity, and Race.
Student		
Student Profile	T,S	A summary of all data on an individual student within an agency. Provides information from Demographic, Entry, Update, and Test Record data collected for an individual student for each class and site attended.
Duplicate Student	A,T,S	Identifies students with the same name or ID number.
Consumer		
Consumer Profile	A, T, D	A summary of all data on an individual consumer. Provides information from a Consumer Record, including Demographic, Entry, Update, Observation, and Employment Record data collected for that individual.
Capacity Description	T, C	Generates the POWER Capacity Description – a qualitative summary of the consumer’s strengths and needs – in an easy to read, printable format.
Employment Record Detail	A, T	A summary of all employment data on an individual consumer. Provides information from the Employment Record – such as job site, job tasks, and hourly wage – collected for a particular individual.
Class Management		
Roster	A,D,T	Lists all students in each class and provides teachers with a demographic snapshot of each student as well as program entry information including instructional program, instructional level, and reasons for enrollment.
Student Test Summary by Class	D,T,S	Lists every student who has taken a test in the selected class and displays test history for each student including test date, specific test given, scaled score, hours of instruction bubbled on each test, cumulative hours of instruction, and scores outside of the accuracy range.
Student Test Summary by Agency	A	Lists every student by agency who has taken a test in the selected agency and displays test history for each student including test date, the specific test given, scaled score, hours of instruction bubbled on each test, cumulative hours of instruction, and scores outside of the accuracy range.

Student Test Summary by Site	A, T	Lists every student who has taken a test at the selected site and displays test history for each student including test date, the specific test given, scaled score, hours of instruction bubbled on each test, cumulative hours of instruction, and scores outside the accuracy range.
Next Suggested Test Level	A, T	Lists every student who has an entry record in the selected class and displays the last test form and score including date. This report suggests the next test form level derived from the previous test.
Core Performance Measure Follow-Up		
Core Performance Measure Follow-Up	A, D, T	The Core Performance Measure Follow-Up Report selects the learner's first entry record by date in the WIA instructional programs. It looks for that entry record's primary or secondary goal. If the goal is get a job, retain a job, enter college or training, the report logic looks to determine if the learner has an update record endorsed as "exited the program or no show".
Core Performance Measure Follow-Up Diagnostic	A, D, T	The Core Performance Measure Follow-Up Audit Report lists the reasons why a learner drops from the Core Performance Measure Follow-Up Report.
Core Performance Measure Follow-Up Survey	A, D, T	The Core Performance Measure Follow-Up Survey Diagnostic Reports, by Program and by Class enables agencies to view learner enrollment goals, self-reported level of instruction, hours of instruction, and status. Each report lists Student ID, Student Name, gender, date of birth, primary and secondary goal, self-reported instructional level, hours of instruction on test records, hours of instruction on update records, and learner status.
High School and GED Reports		
High School	A, D, T	This new report lists students who have earned a High School Diploma. The report filters students to ensure that they are also in a federally funded program, not concurrently enrolled in High School or K12, have 12 or more hours of instruction, and are 16 years or older. This report also has the option of being exported into a spreadsheet or database file as well as text file formats of comma separated variables (CSV), and standard data format (SDF).
GED	A, D, T	This new report lists students who have earned the Graduate Equivalency Exam (GED) or who have a goal of earning the GED. The report filters students to ensure that they are also in a federally funded program, not concurrently enrolled in High School or K12, have 12 or more hours of instruction, and are 16 years or older. This report also has the option of being exported into a spreadsheet or database file as well as text file formats of comma separated variables (CSV), and standard data format (SDF).
Federal Tables		
Federal Tables	A	Multiple National Reporting System tables supplying goal and attainment statistics as required for the Workforce Investment Act (WIA).

Data Management		
Incomplete Aggregated Record	A,D,T	Displays the number of Records that a student has entered including the specific data elements from each record that is causing the student's incomplete status. All aggregated program year records are gathered together for each student as long as the program year is entered under Tools-Options-Defaults.
Record Inventory by Program	A,D,T	Shows the number of Student, Entry, and Update. And Test Records within an instructional program. Incomplete records are displayed.
Record Inventory by Agency	A,D,T	Shows the number of Student, Entry, and Update. And Test Records within an instructional program. Incomplete records are displayed.
Record Inventory by Site	A,D,T	Shows the number of Student, Entry, and Update. And Test Records within an instructional program. Incomplete records are displayed.
Record Inventory by Class	A,D,T	Shows the number of Student, Entry, and Update. And Test Records within an instructional program. Incomplete records are displayed.
Query Maker		
Query Maker	A,D,T	Customized TOPSpro user queries providing multiple output formats and reporting capabilities using TOPSpro data elements.

Appendix E
Summary of California NRS Core Performance Indicators for Literacy Goals from 1999-2004

Summary of California Core Performance Indicators for Literacy Goals from 1999-2004										
Entering Educational Functional Level	1999-2000		2000-01		2001-02		2002-03		2003-04	
	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)
	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	13.0	13.0	15.0	22.6	17.0	25.7	20.0	21.2	22.0	23.3
ABE Beginning Basic	20.0	17.7	22.0	33.2	24.0	36.4	26.0	36.4	28.0	41.1
ABE Intermediate Low	20.0	18.0	22.0	34.5	24.0	37.7	26.0	38.1	28.0	33.8
ABE Intermediate High	22.0	13.7	24.0	29.3	26.0	29.9	26.0	29.6	28.0	29.3
ASE Low	NA	1.7	14.0	13.6	15.0	25.4	15.0	24.6	17.0	22.1
ASE High	7.0	18.5	8.0	26.9	9.0	28.3	11.0	30.5	13.0	29.3
ESL Beginning Literacy	18.0	14.1	20.0	30.6	22.0	32.2	24.0	33.6	26.0	35.4
ESL Beginning	20.0	12.5	22.0	26.7	24.0	28.4	24.0	30.2	26.0	31.1
ESL Intermediate Low	22.0	27.2	24.0	37.0	26.0	39.8	28.0	40.6	30.0	42.4
ESL Intermediate High	22.0	30.0	24.0	39.7	26.0	43.0	28.0	42.8	30.0	43.3
ESL Advanced Low	18.0	13.0	20.0	21.7	22.0	22.7	22.0	22.6	24.0	22.6
ESL Advanced High	N/A	18.1	N/A	17.7	N/A	19.3	N/A	18.8	N/A	18.3
Core Follow-Up Outcome Measures										
	<u>N</u>	<u>N</u>	%	%	%	%	%	%	%	%
GED/HS Completion	12,000	21,056	8.0	26.7	9.0	31.7	11.0	27.6	13.0	28.8
Entered Employment	10,000	33,599	9.0	17.8	10.0	54.5	11.0	54.4	13.0	54.6
Retained Employment	18,000	55,256	11.0	34.3	12.0	85.7	13.0	81.9	15.0	82.4
Entered Postsecondary Education	23,000	8,287	6.0	11.7	7.0	60.4	8.0	53.5	10.0	54.9

* These numerical performance values were reported by either the student or local education official.

** These performance results were obtained from a student survey and include those students that returned the survey. Performance for previous years, as mentioned, was based on data

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

CASAS 2004

Appendix F
Class Questionnaire Data Results on Computer Availability

In Class

Instructional Program	2003-04 %	2002-03 %	2001-02 %	2000-01 %
ABE	33.2	43.9	45.1	34.6
ESL	12.0	11.3	9.2	8.2
ESL-Cit	15.2	8.8	9.8	5.4
ASE	35.9	35.0	34.9	30.2
Total	19.6	19.2	18.2	14.9

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In Lab

Instructional Program	2003-04 %	2002-03 %	2001-02 %	2000-01 %
ABE	19.0	18.6	16.4	27.2
ESL	34.1	32.6	29.9	30.9
ESL-Cit	17.3	15.8	18.5	27.3
ASE	15.9	14.4	10.4	15.9
Total	28.1	27.2	24.5	27.9

CASAS 2005

Both

Instructional Program	2003-04 %	2002-03 %	2001-02 %	2000-01 %
ABE	11.5	10.8	14.4	12.8
ESL	7.5	5.4	5.9	4.1
ESL-Cit	3.2	7.6	6.8	3.9
ASE	11.8	14.5	13.9	13.4
Total	8.7	7.8	8.4	6.6

CASAS 2005

Neither

Instructional Program	2003-04 %	2002-03 %	2001-02 %	2000-01 %
ABE	36.3	26.7	24.1	25.4
ESL	46.4	50.7	55.0	56.8
ESL-Cit	64.3	67.9	64.9	63.4
ASE	36.4	36.1	40.8	40.5
Total	43.6	45.8	48.9	50.6

CASAS 2005

Appendix G

Example of a Civic Objective and Additional Assessment Plan

General Information			
Civic Objective#:	33		
Civic Objective:	Identify and access employment and training resources needed to apply for a job		
TOPSpro Form #:	033	AAP #:	33.1
Assessment Type:	Oral, Written		
Level Range			
From:	Beginning Low	To:	Advanced
Language and Literacy Objectives			
Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.			
1	Identify local employment opportunities and the skills, training, and education required for them.		
2	Locate and identify employment or training agencies, and/or resource centers and describe their services.		
3	Access employment and training information by using community resources such as library, school catalogs, yellow pages, and/or the Internet.		
4	Analyze and evaluate descriptions of job duties, wages, and benefits.		
8	*Demonstrate successful job interview techniques.		
9	*Read job ads and announcements for specific information.		
10	*Identify job titles, responsibilities, and places of work.		
11	*Identify different jobs, job duties, and wages associated with jobs.		
12	*Name employment possibilities in the community.		
Additional Assessment Plan Tasks			
Task: 1			
Description:	Learners will write one reflective journal entry before and one after researching the training or educational pathway to the career of their choice. They will explain how the career of choice fits their personality, experience, and skills.		
Points Possible:	10	Level:	Beginning High - Advanced
Scoring Rubric			Points
Learner writes 2 entries, at least 150 words each. Ideas are clear, spelling, sentence structure and grammar are level appropriate. Errors do not confuse meaning.			10
Learner writes at least 100 words per entry. Ideas are mostly clear, spelling, sentence structure and grammar are level appropriate. Errors do not significantly confuse meaning.			8

Learner writes at least 60 words per entry. Ideas are comprehensible, but errors may confuse meaning. Grammar, sentence structure and spelling are level appropriate.	6
Learner writes at least one paragraph per entry. Ideas can be inferred.	4
Learner does not complete task or journal is incomprehensible.	0

Task: 2

Description:	Learners will give an oral report on the training or educational pathway of their choice with the following information: 1. Name of the program 2. What you need to apply for the program 3. How long the program takes 4. What job(s) you can get after finishing the program		
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Points Possible:	10	Level:	Beginning High - Advanced
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Scoring Rubric

Points

Content	
Information is complete and can be clearly understood. All four topics are covered.	5
Information is complete and can be clearly understood. Three topics are covered.	4
Information covers only 2 topics, and is comprehensible.	3
Information has 1 or 2 topics, is not clearly presented, but meaning can be inferred.	2
Information is incomplete and/or incomprehensible throughout.	0
Language	
Learner speaks clearly and uses effective body language through most of the presentation. Learner refers to a relevant visual aid.	5
Learner speaks with minor errors in pronunciation and grammar and uses effective body language during the presentation. Learner refers to a relevant visual aid.	4
Learner speaks with errors requiring inference to understand. Learner refers to a list of the information.	3
Learner often cannot be understood but attempts to communicate by repeating or speaking more slowly. Learner reads from a list of information.	2
Learner cannot be heard or is incomprehensible.	0

Task: 3

Description:	Students will research employment openings in fields related to job interests by using “help wanted” ads in the newspaper, and create a list (BL relays information for 2 jobs to examiner orally) of 3 job openings each of which includes 4 items such as: 1. Type of job 2. Qualifications 3. Experience required		
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Points Possible:	12	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Each job listing includes 4 required elements of the job correctly and clearly stated.			4
Each job listing includes 3 required elements of the job correctly and clearly stated.			3
Each job listing includes 2 required elements of the job correctly and clearly stated (BL responds orally).			2
Includes 1 required element of the job correctly and clearly stated (BL responds orally).			1
Includes less than two required elements of the job or elements are not correctly or clearly stated.			0

Task: 4			
Description:	<p>Students will look at <u>6</u> sets of paired pictures (each pair has one picture with appropriate attire and one picture with inappropriate attire). Then they will identify the picture that shows proper attire to be worn at a job interview and say why using level appropriate language. e.g., Applying for a job as a short-order cook in a diner: Appropriate: clean and neat Slacks or skirt Sport shirt or blouse Sweater</p> <p>Inappropriate: Torn jeans T-shirt with stains Oversized sweater or sweatshirt</p>		
Points Possible:	12	Level:	Beginning Low - Advanced
Scoring Rubric			Points
Identifies correct picture in pair and reason for choice is comprehensible and appropriate.			2
Identifies correct picture in pair but reason for choice is incomprehensible and/or inappropriate or no reason is given.			1
Chooses wrong picture or no answer.			0

Rating Scale	
Total Points Possible:	44
Advanced:	39
Intermediate High:	35
Intermediate Low:	30
Beginning High:	26
Beginning Low:	12

Appendix H
EL Civics: Barriers to Implementation of Objectives
or Additional Assessment Plans

Barriers Encountered in the Implementation of EL Civics Objectives or Additional Assessment Plans

Barrier	Large		Medium		Small		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Sporadic attendance patterns of students	9	75.0	56	66.7	27	65.9	92	67.2
Low Literacy Level of Students	6	5.0	41	48.8	24	58.5	71	51.8
Low Skill Level of Students (other than Language and Literacy)	2	16.7	21	25.0	17	41.5	40	29.2
Scope of objective exceeded time or resources	3	25.0	17	20.2	11	26.8	31	22.6
Lack of appropriate preparation for instructors	3	25.0	13	15.5	8	19.5	24	17.5
Lack of appropriate instructional materials	0	0.0	13	15.5	7	17.1	20	14.6
Lack of qualified instructors	0	0.0	6	7.1	5	12.2	11	8.0
Other	5	41.7	16	19.0	3	7.3	24	17.5

Total respondents: 12 Large, 84 Medium, 41 Small
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Appendix I EL Civics: Useful Resources

EL Civics resources relied on most extensively in providing support for EL Civics projects

Agency Size	EL Civics Program Specialist				CDE Regional Consultant			
	Extensively	Occasionally	Infrequently	Not Used	Extensively	Occasionally	Infrequently	Not Used
Large	8	3	0	1	2	6	3	1
Medium	46	23	4	5	21	37	17	3
Small	18	14	2	2	8	23	5	1
Total	72	40	6	8	31	66	25	5
Responses	126	126	126	126	127	127	127	127
Percent	57.1	31.8	4.8	6.4	24.4	52.0	19.7	3.9

Agency Size	Local Agency Resource Teacher				EL Civics Workshops and Training			
	Extensively	Occasionally	Infrequently	Not Used	Extensively	Occasionally	Infrequently	Not Used
Large	9	1	0	2	8	4	0	0
Medium	44	6	2	21	46	26	5	1
Small	5	5	7	18	15	16	5	1
Total	58	12	9	41	69	46	10	2
Responses	120	120	120	120	127	127	127	127
Percent	48.3	10.0	7.5	34.2	54.3	36.2	7.9	1.6

Agency Size	EL Civics Web Sites				Other Online Resources			
	Extensively	Occasionally	Infrequently	Not Used	Extensively	Occasionally	Infrequently	Not Used
Large	2	5	2	2	6	2	0	3
Medium	24	23	9	18	20	20	7	13
Small	10	11	4	8	5	9	5	9
Total	36	39	15	28	31	31	12	25
Responses	118	118	118	118	99	99	99	99
Percent	30.5	33.1	12.7	23.7	31.3	31.3	12.1	25.3

Agency Size	Networking with Other Agencies				Other			
	Extensively	Occasionally	Infrequently	Not Used	Extensively	Occasionally	Infrequently	Not Used
Large	5	7	0	0	3	1	0	1
Medium	39	27	6	3	5	2	0	4
Small	6	17	10	2	0	1	0	0
Total	50	51	16	5	8	4	0	5
Responses	122	122	122	122	17	17	17	17
Percent	41.0	41.8	13.1	4.1	47.1	23.5	0.0	29.4

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