

**The California Adult Education
2009-10 Innovation and Alternative
Instructional Delivery Program:
A Review**



OTAN activities are funded by contract CN110150 from the Adult Education Office, in the Coordinated Student Support and Adult Education Division, California Department of Education, with funds provided through Federal P.L., 105-220, Section 223 . However, the content does not necessarily reflect the position of that department or the U.S. Department of Education.

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Contents

The California Adult Education 2009-10 Innovation and Alternative Instructional Delivery Program

<i>Executive Summary</i>	2
<i>The California Adult Education 2009-2010 Innovation and Alternative Instructional Delivery Program</i>	12
The Legislation	12
Current Uses	13
Ninety Participating Adult Schools	13
Current Participation	13
Changes in Participation Since 2000	15
Distribution by Instructional Media Delivery Type.....	15
Class Distribution by Instructional Areas	16
Student – Teacher Contact	18
Accountability	18
2009-10 Learner Statistics	18
Participation by Instructional Program.....	19
Enrollment by Geographic Region.....	20
Distribution by Gender and Program	21
Participation by Age Group	22
Ethnicity by Instructional Program.....	24
Years of Schooling	25
Highest Degree by Instructional Program	27
ABE/ASE Instructional Level on Program Entry	28
ESL and ESL–Citizenship Level on Program Entry.....	28
Primary Reasons for Enrollment	29
Learner Progress or Status by Program	30
Learner Outcomes	32
Work Related Outcomes.....	32
Personal Outcomes	33
Community Outcomes	33
Educational Outcomes	33
Reading Pre-test Scores.....	34
Listening Mean Scores	35
Reading Score Gains	35
Listening Gains.....	37
Program Effectiveness and Student Persistence	38
The Distance-Learning-Blended Model.....	39
Conclusions	45
List of Charts:	48
List of Tables:	50
References	51

The California Adult Education 2009-10 Innovation and Alternative Instructional Delivery Program — A Review

Prepared with data from CASAS and assistance from Dr. Richard Stiles, CASAS Consultant

Executive Summary

State legislation permits California adult schools to spend up to five percent of their apportionment on non-traditional educational approaches. In 2008, legislation expanded the permission to 15 percent, based on specific requirements. The resulting “Innovation Programs” continued to grow while overall adult education remained relatively static. However in the 2009-10 program year, legislation instituted “flex funding” for school districts in California, allowing funds allocated for adult education to be used for any purpose the school board deemed necessary. School districts were no longer bound by the California Education Code, and no longer had state adult education reporting requirements. This action impacted the reported number of adult learners participating in Innovation Programs during 2009-10, resulting in a drop of 55 percent from prior year’s enrollment of 73,803 to 33,189. Some school districts have continued and even expanded their delivery of instruction via distance learning, but made major cuts to distance learning programs, in some cases eliminating them entirely.

Like previous reports on California’s Innovation and Alternative Instructional Delivery Program, this report draws information from the annual Innovation Program applications, the statewide student information system, TOPSpro, and from statewide CASAS reading and listening tests required of Title II of Workforce Investment Act learners. The availability of this data enables researchers to describe and examine distance learning program characteristics, learner characteristics, and learner progress and outcomes using several measures.

For the fifth year, the report compares and contrasts key outcome data between classroom, distance learning only, and blended learning. The importance of blended learning as an effective intervention whenever possible is clearly documented. This has major program implications at the state and national levels. When comparing classroom data with the Innovation Programs, it is clear that the blended learning programs combining classroom and distance learning instruction are particularly successful in increasing student learning outcomes.

In California adult education, the distance learning blended model has a very specific description. It refers to adult schools with Innovation Programs that offer somewhat simultaneous classroom and distance learning courses in which students can dual enroll. The key considerations are that each course must have its own approved course outline, course number, assigned instructor, separate student roster, and distinctive and different full-length course materials. The courses can share the same course outline (A22), meaning the courses cover the same designated competencies, but the course materials must be different, and each course has its own course number. Ninety adult schools were approved to offer distance

learning programs, and 79 of those submitted year-end evaluations. Over 33,000 learners participated in these programs. The following chart displays the growth of distance learning over this decade as well as the dramatic drop in reported enrollments for this program year (2009-10). Overall Chart 2 shows a steady growth in student participation in distance learning until the budget crisis. A review of the next program year data (2010-11) should demonstrate how participation through distance learning in Innovation Programs will proceed under “flex funding” in the future. Flex funding is currently extended through 2014-15.

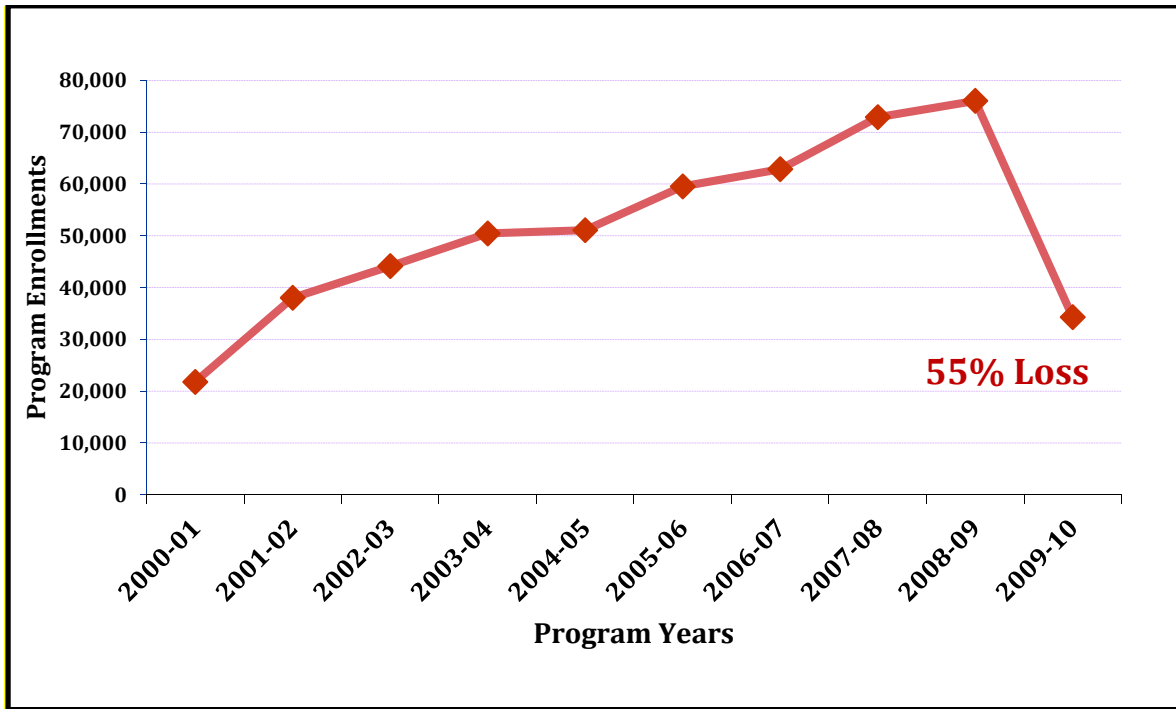


Chart 2: Enrollment/Participation in Innovation Programs from 2000 to 2010 (Source: CASAS 2010)

ESL Distance Learning Effectiveness

The following two charts document the relative effectiveness for English as a second language (ESL) distance learning, which is the predominant program area for enrollments in distance learning. The first chart (Chart 32) contrasts the average ESL average reading gain scores by program level among the three instructional delivery modalities used in adult education: classroom; distance learning only; and a blend of classroom and distance learning (blended distance learning). Overall distance learning interventions perform comparatively well for the ESL beginning literacy through the ESL low-intermediate segments, while blended learning again performs the best throughout all six of the National Reporting System (NRS) levels of ESL.

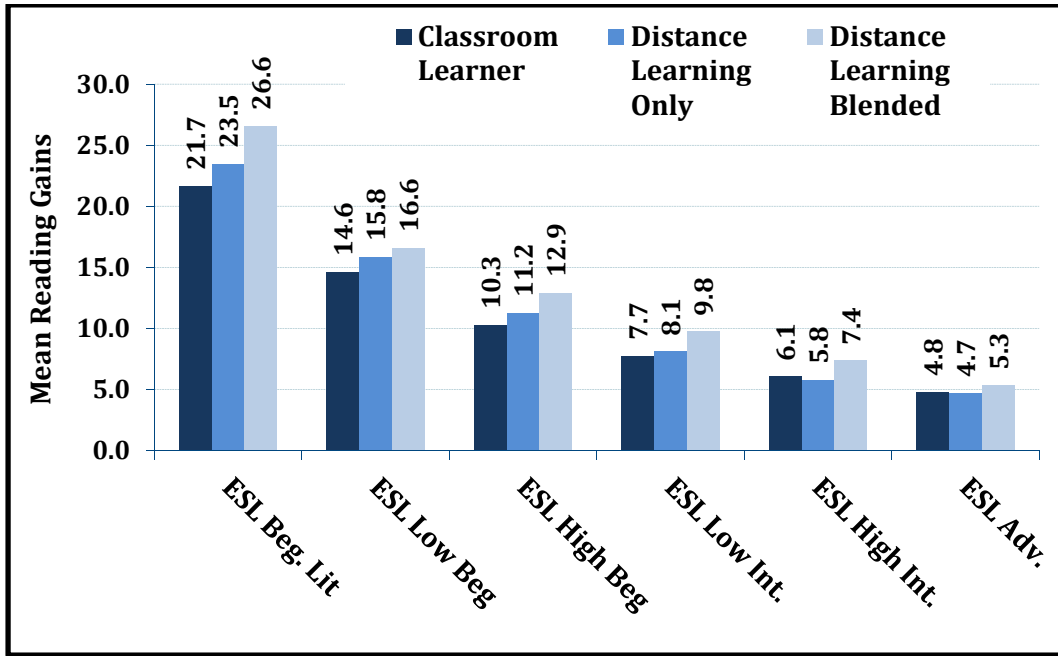


Chart 32: **ESL Comparative Reading Gain Scores by NRS ESL Functional Instructional Levels for Classroom and Distance Learning (Only and Blended) 2009-10** (Source: CASAS 2010)

Chart 32 documents the reading gains for ESL learners reported in the federal Workforce Investment Act, Title II (WIA II) National Reporting System (NRS) in 2009-10 by hours of instruction and modality of instructional delivery as specified previously in the text pertaining to Chart 32. The data in Chart 33 indicates that blended learners perform better than the other two instructional delivery modalities after 75 hours of instruction and that the distance learning only cohort performed lower but somewhat comparable to classroom learners.

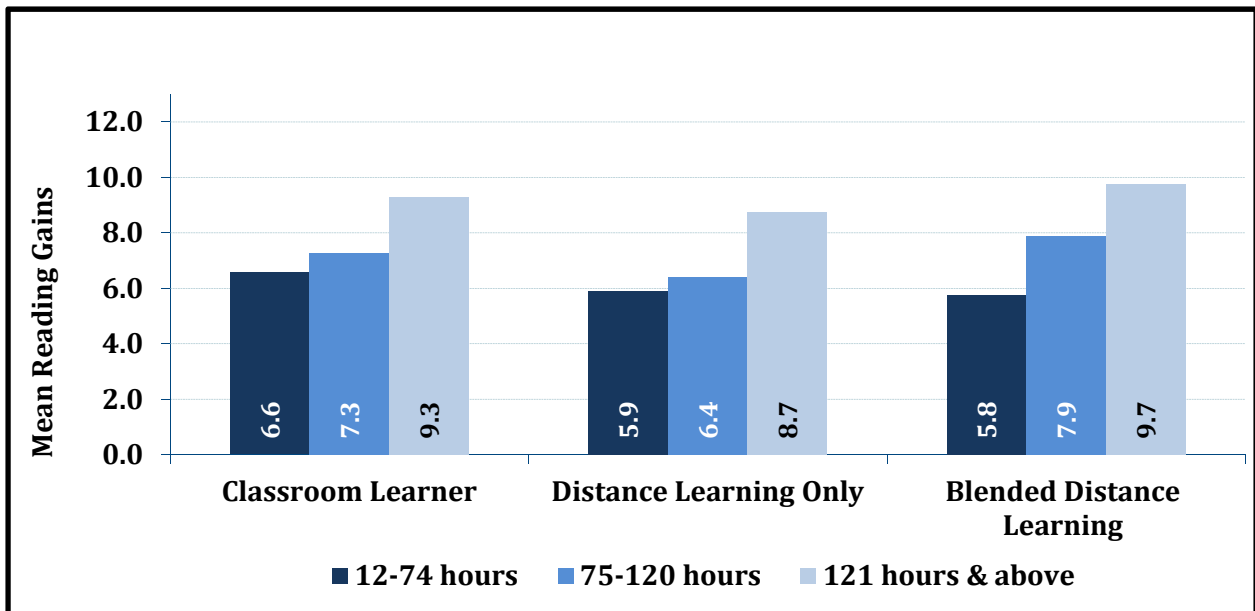


Chart 33: **National Reporting System ESL Level Reading Gains by Hours of Instruction: ESL Distance Learners contrasted with ESL Regular Learners 2009-10** (Source: CASAS 2010)

Learner Persistence and Completion Rates

Adult Basic Education (ABE)/Adult Secondary Education (ASE). Persistence is defined as completing a matched CASAS pre- and post-test, which usually equates to 70 hours or more of instruction. In Chart 26, the overall Innovation Program persistence rates for blended distance learning have been higher than the classroom programs for the past three years until this program year when they were comparable. The convergence this year may be the result of programs cutting courses, tightening budgets, and charging fees, resulting in only the more serious and persistent students enrolling, and the persistence rate increasing for all modalities.

Distance learning only programs showed the lowest levels of persistence and have proven to be the most difficult group on which to obtain matched pre- and post-tests; however, in this program year they more than doubled their persistence rate and became more comparable to the other two instructional delivery modalities.

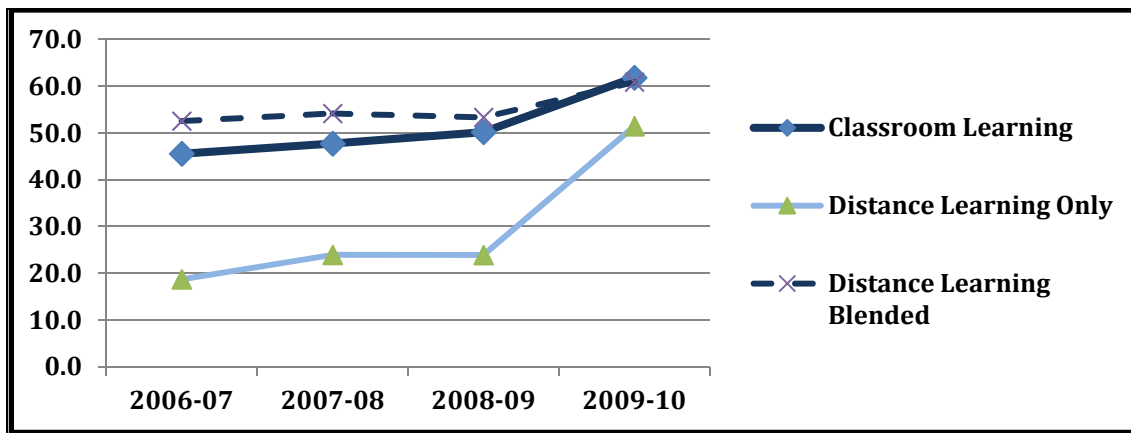


Chart 26: Persistence Percent Rates of CA WIA Title II ABE/ASE Distance Learners 2006–10 Participating in the Innovation Programs versus Classroom ABE/ASE Learners (Source: CASAS 2010)

Chart 27 shows that over the past three years the Innovation Program participants' level of program completion was better than adult school classroom programs with blended learning showing the highest completion rate. In 2009-10, classroom completion rates were slightly lower, but more comparable with blended distance learning than in the past.

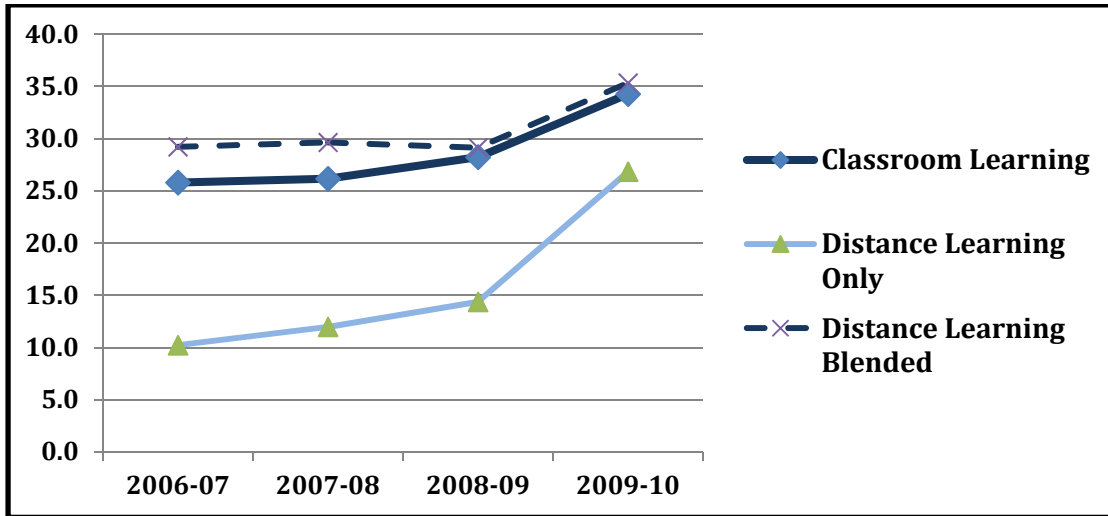


Chart 27: Table 4 NRS Level Completion Percent Rates of ABE/ASE Distant Learners Participating in Innovation Programs 2006-10 versus Classroom CA WIA Title II ABE/ASE Learners (Source: CASAS 2010)

As shown in Chart 27 blended learner completion rates were consistently higher than those for either classroom learning or distance learning only modalities. The completion rates for all three instructional delivery modalities increased over the four year period with the distance learning only modality nearly doubling its completion rate from 2008-09 to 2009-10. The percent of Adult Basic Education to Adult Secondary Education learners completing an instructional level is roughly the same for both the blended distance learning and classroom learning modalities for the past two program years (2008–09 and 2009-10).

ESL. Persistence in ESL programs means the same as in ABE/ASE programs in that a student has completed a pre- and post-test, which usually equates to 70 hours or more of instruction intervening between the two tests. As shown in Chart 28, blended learner persistence rates were consistently higher than those for either classroom learning or distance learning only modalities. The persistence rates for all three instructional delivery modalities increased over the four year period.

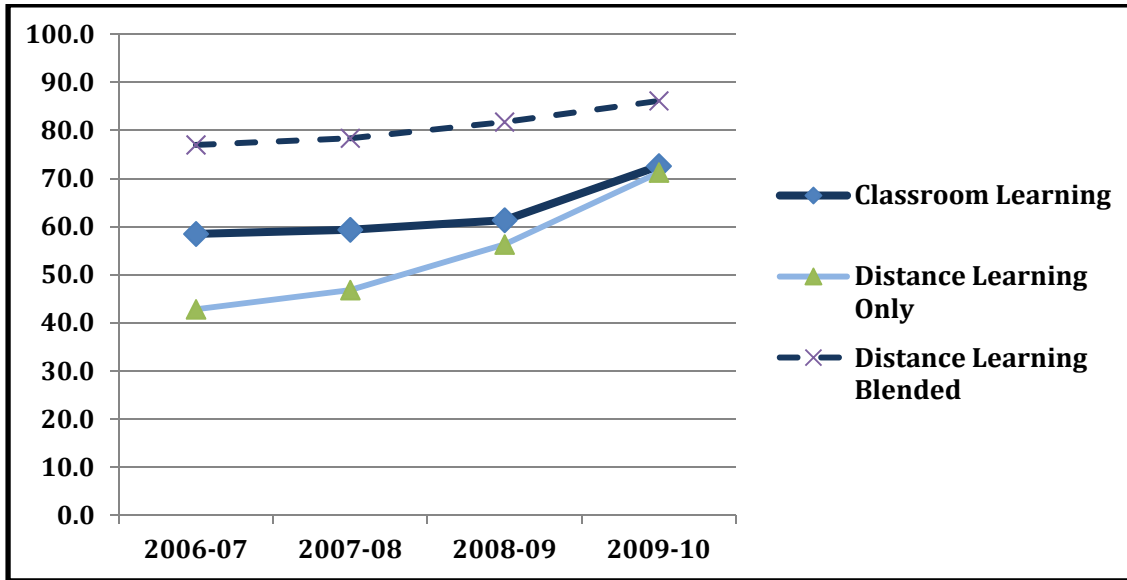


Chart 28: **Persistence** Percent Rates of CA WIA Title II ESL Learners Participating in Innovation Programs Versus Classroom Learners 2006–10 (Source: CASAS 2010)

Completion means that a student has completed an NRS Educational Functional Instructional Level (e.g. ESL beginning literacy). All ESL learning interventions have improved over time. As shown in Chart 28 (above) and Chart 29 (below), the persistence and completion rates of learners in distance learning only were substantially below that attained in 2006–07 by ESL learners in regular classroom settings; however, this gap closed considerably in 2008–09 and in 2009-10 where both the persistence and completion rates of the distance learning only participants increased to the extent that they were nearly comparable to those attained by the regular classroom learners.

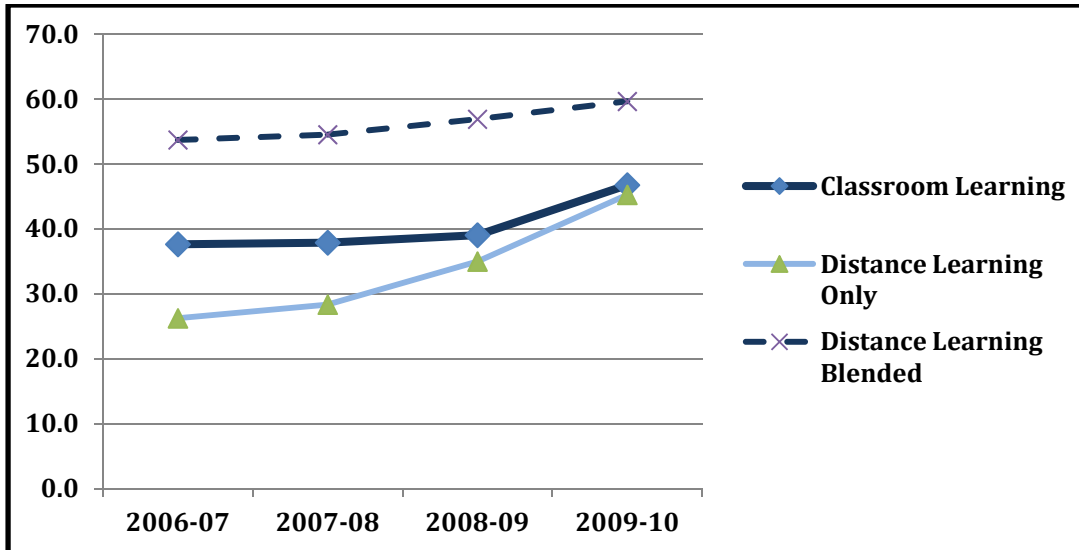


Chart 29: Federal Table 4 NRS Level Completion Percent Rates for 2006–10 of **ESL** Distance Learning Participants in Innovation Programs versus CA WIA Title II ESL Classroom Learners (Source: CASAS 2010)

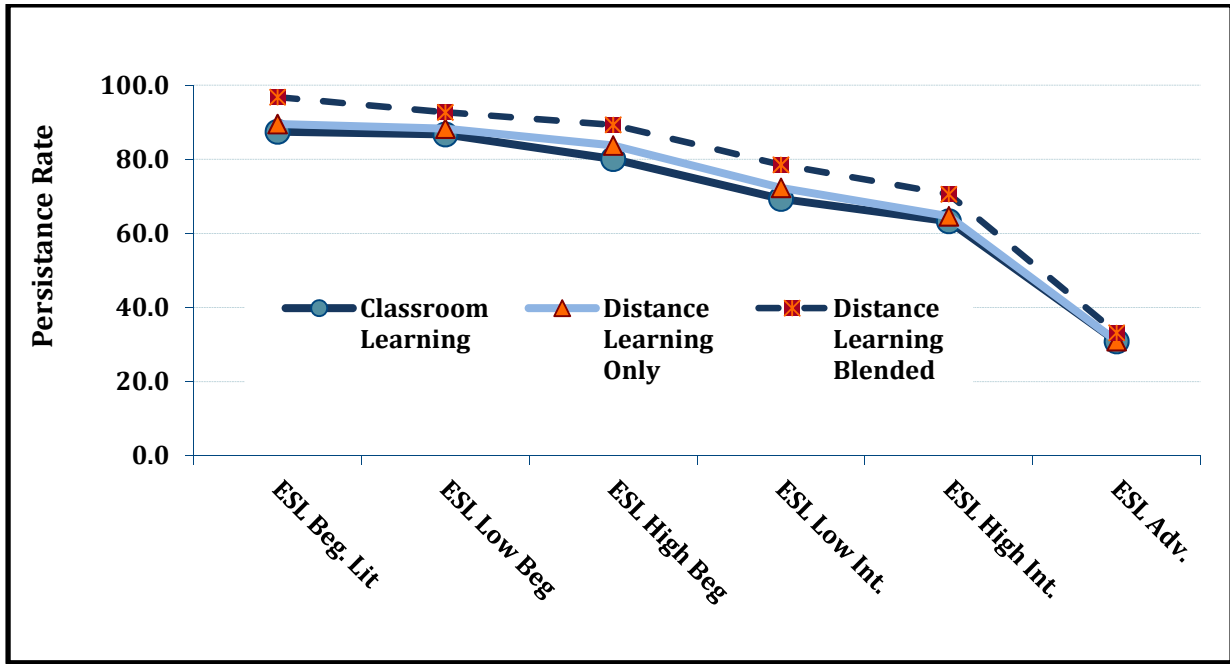


Chart 30: Persistence Percent Rates of ESL Distance Learners (Only and Blended) Participating in Innovation Programs Contrasted with Classroom Learners by Instructional Level 2008–10 (Source: CASAS 2010)

Chart 30 shows that blended distance learning had slightly higher persistence rates with the federally reported WIA Title II ESL learners than did either the classroom or distance learning only modalities. In this chart the CASAS definition of persistence is used as was previously described— completing a CASAS pre- and post-test. Last year (2008-09) at the ESL low-beginning level, all three modes of ESL instructional interventions found post-testing to be problematic, but especially so for distance learning only; however this year (2009-10) this was definitely not so with the lowest ESL instructional levels having the highest persistence rates and monotonically decreasing to the Advanced ESL instructional level.

Chart 31 shows that completion rates for ESL delivered through a blend of classroom and distance learning is superior across all six NRS Functional Instructional Levels – beginning literacy, beginning low, beginning high, intermediate low, intermediate high and advanced. Compared to the 2008-09 program year, the first five NRS Instructional Levels were higher in 2009-10 and the distance learning only modality became more comparable with classroom learning in completion rates. The drop in completion rates at the ESL Advanced level is typical and represents a small percentage of learners.

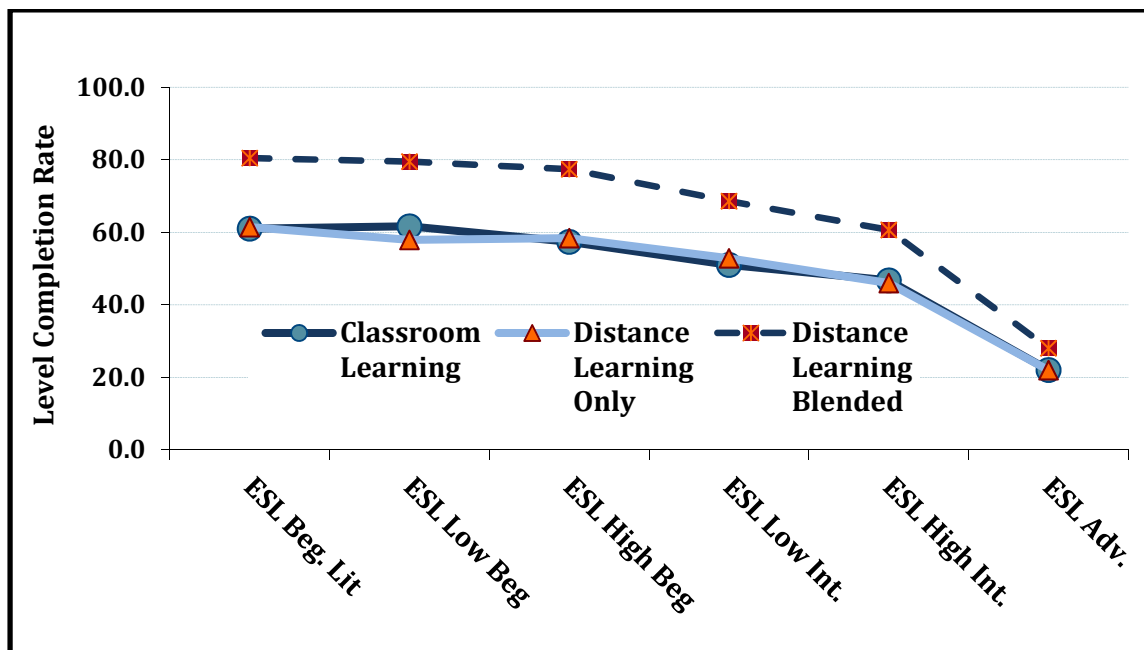


Chart 31: **Completion** Percent Rates by Instructional Level in Federal Table 4 of **ESL** Distance Learners Participating in Innovation Programs Contrasted with Classroom Learners – FY 2008–10 (Source: CASAS 2010)

Reasons for Distance Learning

Distance learning provides significant and meaningful alternatives for adults for multiple reasons. Adults may:

- Need more practice of skills to achieve mastery
- Have work and family obligations that make attending a regular class time difficult
- Lack the full confidence to participate in a large classroom setting in front of other students
- Want the participation, assistance, and support of their families in their learning
- Live in locations without convenient access to traditional classes
- Live in areas where desired programs are either full or not available
- Be interested in pursuing their education in work settings with co-workers
- Learn more effectively from video, audio, and Web-based media when moving at their own pace
- Have other reasons that they cannot access traditional classroom programs

Remember that adults engaged in formal education are voluntary learners. They participate to advance themselves in multiple ways. Distance learning adds another option to assist them.

Program Year Statistics

DVD checkout programs and TV Broadcast were the two most common delivery modalities followed by computer based CD instruction. For 2009-10, English as a Second Language instructional programs continue to represent the bulk of the Innovation Program enrollments at 83 percent of total program enrollment—down slightly from the 85.5 percent in 2008–09. Los Angeles County adult schools continue to dominate the enrollment statistics (63.9 percent) and the outcome data. Women represent almost two-thirds (66.1 percent) of the basic education participants in the Innovation Programs. The core basic education programs are English as a

Second Language (ESL), Adult Basic Education (ABE), and GED/Adult Secondary Education (ASE).

In 2009-10, three-fourths (73.7 percent) of the age group participation was 21–50 years of age with 27.3 percent 31-40. Hispanics accounted for 69.4 percent of enrollment with Asians representing 17.8 percent. Spanish was the primary language spoken by 68.1 percent of the population with English coming in at a distant 8 percent.

Over 41 percent of the Innovation Program participants reported having nine or less years of schooling and 41 percent reported attaining twelve or more years. Well over half (54.5 percent) of the 2009-10 Innovation Program participants reported having no earned diplomas nor degrees with 26.8 percent having high school diplomas or GEDs and 19 percent with more than a high school diploma or GED Certificate. For ABE/ASE enrollment, 45.9 percent were enrolled at Intermediate High ABE, 16.9 percent in Intermediate Low ABE or lower, and 37.2 percent were enrolled at the ASE Level. Less than 25 percent (24.4 percent) of the ESL learners were at the beginning or beginning literacy levels at the time of entry and 75.6 percent were determined to be at the intermediate or Advanced Low levels.

Conclusions

The Innovation Programs have followed the same accountability requirements as class-based apportionment programs. Over the past seven years the Innovation Programs have been successful in standardizing their reporting procedures, while still maintaining alternative instructional delivery methods. In the current year (2009-10) with “flex funding,” while programs receiving federal Workforce Investment Act Title II (WIA II) funding are still required to report as before, other Innovation Program students are encouraged rather than expected to be tracked in the TOPSpro system, and other programs are encouraged rather than required to use a standardized format for both program applications and annual evaluation. The prior mandated format made gathering of data and program monitoring more substantive and meaningful, whereas “flex funding” has possibly jeopardized this process.

CASAS pre- and post- reading and listening testing are not required for state programs, unless those agencies participate in the WIA II program. However, state-funded programs have been strongly encouraged to implement standardized testing. Pre- and post-testing are more difficult than in traditional classroom settings. The tests are not standardized for programs other than ESL, ABE and GED/ASE. In the past, the Innovation Program coordinators have noted that they collect more program documentation and learner progress information than do the classroom programs.

The Innovation Programs continue to meet the three crucial benefit–cost criteria often used to evaluate the utility of a program intervention. They are:

Effectiveness — CASAS pre- and post-test data indicate that the Innovation Programs’ ESL program participants, on average, show substantial learning increases in reading and listening. Much of this is attributed to the results of the blended learning model. The ABE/ASE participants show learning gains consistent with historical CASAS test data.

Efficiency — Participant and program cost data indicate that the Innovation Programs are cost effective. Common sense tells us that the programs would not be offered if they were not cost effective.

Equity — Reported years in school, primary language, reading and listening scores on entry, and ethnic data indicate that lower level, often hard-to-serve learners are the primary participants in the Innovation Programs.

This rich data continues to provide the most detailed comparative examination of Adult Basic Education learning interventions available in the United States. They result from a statewide data system, standardized testing and assessment.

This is the ninth annual report in which similar summary conclusions have been reached. A closer look at comparative classroom, blended learning, and distance learning only data follows in the full report.

The California Adult Education 2009-2010 Innovation and Alternative Instructional Delivery Program

This report is the ninth in a series of research papers on the California Innovation and Alternative Instructional Delivery Program.ⁱ The purpose is to provide current information on the implementation of California Education Code (EC) 52522, give an overview of the adult education Innovation Program initiative, and offer comparative information on adult education distance learning in California.ⁱⁱ

The report draws data from three sources as follows:^{iii iv}

- Innovation Program applications: 2009-10 and prior years
- Tracking of Programs and Students (TOPSpro) Entry and Update records: 2009-10 and prior years
- CASAS reading and listening pre and post tests: 2009-10 and prior years

These data sets provide a detailed examination of adult school distance learning programs in California.

The Legislation

On July 1, 1993, AB 1943 became law (Education Code 52522), allowing adult education programs, after approval by California Department of Education, to use up to five percent of their block entitlement for innovative techniques and nontraditional instructional methods with new technologies. According to Ed Code, participation in this option has been permissive, by application only. Agencies have been required to submit an application and receive approval before program implementation. All proposed instruction should be intended and designed for adult populations. All criteria specified in Education Code Section 52523 applied to all instruction provided. Expenditures used to implement this option were not to exceed five percent of the district's adult education block entitlement. The five percent, or any smaller part thereof, was not additional funding but was contained within the district's adult education block entitlement. Reimbursement for instruction through this option has been computed on other than seat time accounting.

In addition, new legislation was passed in 2008, AB 1163, which increased the allowable budget amount spent on distance learning to up to 15 percent, and added some additional requirements for documenting the program.

However, under current conditions, including the flexing of adult education state funding, the Ed Code no longer applies. This means that federal requirements are still in place, but state requirements are now flexible. There is no legislated limit on the amount of budget spent on distance learning, and no requirement to submit an application and annual evaluation. Agencies are encouraged to submit the application and maintain the same records because accountability will remain critical to the defense of distance learning in the future.

Although the Innovation Program was originally available only to state-funded adult schools in the K12 system, in 2008-09 the federal Office of Vocational and Adult Education issued assessment requirements and guidelines for programs seeking reimbursement for student gains in distance learning courses. California began requiring all WIA II funded agencies to submit an application along with the adult schools. So far, no additional agencies have applied, since there is not additional funding attached to distance instruction.

Programs wishing to request authorization for the Innovation Program submit an annual application to the California Department of Education. The application form is available on the CDE Adult Education Office Web site - www.cde.ca.gov/sp/ae/ga - under Governance and Accountability. Authorized programs are required to submit an annual report outlining budget information, student activities, learners served, accomplishments, the alternative instructional delivery design, average daily attendance (ADA) accounting procedures, and how the program is evaluated and continuously improved.

Current Uses

The Innovation Program initiative began in earnest in 1995, based on the California adult education definition of distance learning, meaning that the following requirements must be met:

- The separation of teacher and learner in space and/or time during at least a majority of each instructional process
- The provision of two-way communication between teacher, tutor, or educational agency and learner
- The use of educational media and technology to unite teacher and learner and carry course content
- The control of the learning pace and frequency by student rather than the distance instructor^v

There is a continued stress on the importance of two-way communication. While some people equate distance education with self-directed learning, California adult education emphasizes the role of the instructor in providing the learning intervention. In fact, feedback and comments from the field indicate that the relationship between the teacher and the learner in distance learning is often rated as more responsive and personal than in traditional classes.

Ninety Participating Adult Schools

The statewide Innovation Program has reached extensive acceptance by the adult education field. In program year 2008-09, 90 adult schools were approved to operate Innovation Programs.

Feedback from the field indicates that an Innovation Program for small adult schools is too expensive and time consuming to implement with a smaller budget.

Current Participation

Chart 2 reports the data received by 79 programs submitting year-end evaluations on their 2009-10 distance learning programs. Many reflected on the effects of the state budget crisis and the sometimes drastic cuts that were made to adult education programs on the local level, and on distance learning programs in particular. As shown in Chart 1, the three most prevalent responses to the crisis were to reduce courses or hours, implement or increase fees, and implement or continue a blended model.

Fifty-two percent of agencies reported reducing courses or hours, and this number is probably higher, since eleven agencies did not submit evaluations, possibly because the distance learning program was already closed. Cutbacks ranged from cutting one or two classes, teachers, or sites for video checkout to cutting 60 percent or more of the entire program. Forty-seven percent of agencies reported implementing or increasing fees for registration, materials or both. For some programs, the implementation of fees had devastating effects on enrollment, while others were able to successfully cover at least partial costs of the program.

The implementation or continuation of blended models of instruction by 28 percent of agencies reflects flexibility in response to flexible funding. The bright side of flex funding was that programs were freed from the rigid definitions of distance learning and able to experiment with various delivery models. In many cases the curriculum which had been maintained as separate distance learning curriculum began to be used in both classroom and distance instruction, so students were able to study the same materials both in school and at home.

In addition to these responses, six percent, or five agencies, reported discontinuing distance learning entirely, while eleven percent, or nine agencies, actually expanded at least some courses or program areas.

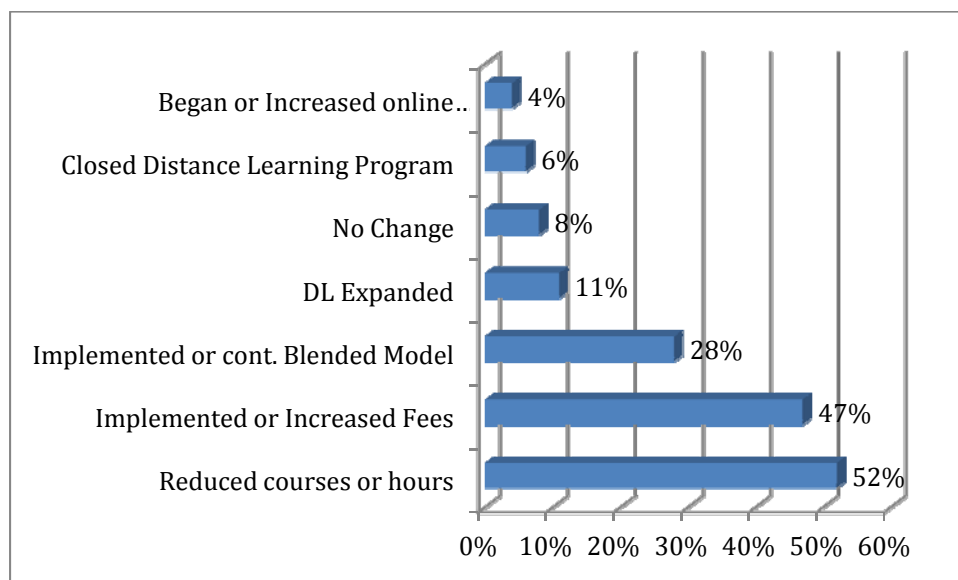


Chart 1: Responses on the evaluation to a question about programs changes as a result of funding cuts (Source: Innovation Programs Evaluation 2009-10)

Table 1 describes the distribution of distance learners in program year 2009-10. According to TOPSpro data collected by CASAS, 34,208 learners participated in the five major instructional program areas of the Innovation Programs in program year 2009-10. The 34,208 number indicates the total number of enrollments across the five instructional program areas and includes 1,019 learners who enrolled in more than one program during the year. About two to three percent (2009-10) of the unduplicated enrollees enrolled in more than one instructional program over the five year period. There were 33,189 unduplicated (unique) enrollees during 2009-10. There were significant increases with the five major instructional programs—ESL, ABE, HS/GED, Career Technical Education (CTE), and Parent Education programs for the first nine years. In 2009-10, instructional program enrollments in the Innovative Program dropped to 2005-06 enrollment levels or below—the exception being high school and GED preparation course enrollments dropping below 2007-08 enrollment levels.

Program	2000-01	2005-06	2006-07	2007-08	2008-09	2009-10
ABE	359	750	722	1,036	1,119	751
ESL	19,835	53,766	55,905	61,978	65,030	28,477
High School/GED	618	1,885	2,221	4,045	4,323	3,360
Career Technical Education	364	714	923	1,252	1,037	474
Parent Education	359	1,921	2,614	3,826	3,914	1,146
Total Enrollments by Program	21,535	59,036	62,385	72,137	75,423	34,208
Total Unique Enrollments (unduplicated)		57,629	60,794	70,301	73,803	33,189
Enrollees in Multiple Programs		1,407	1,591	1,836	1,620	1,019

Table 1: Ten Years of Innovative Program Participation in Five Program Areas. (Source CASAS 2010)

Changes in Participation Since 2000

Chart 2 displays the growth and change in the Innovation Programs since standardized data has been available. In the earlier days, some Innovation Programs did not document their “distance learning” participation, so there may be a slight undercount in program year 2000-01.

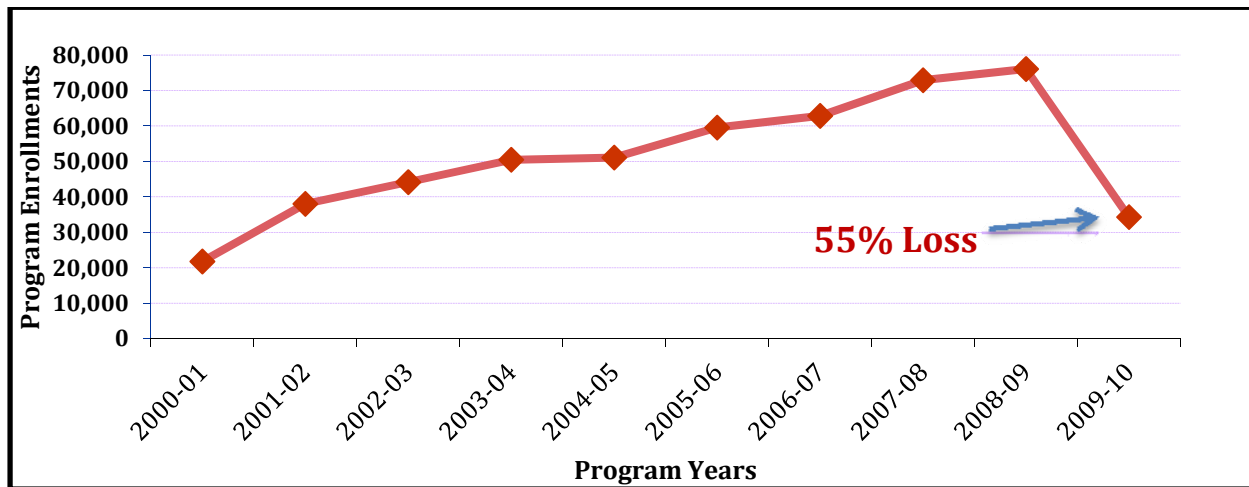


Chart 2: Enrollment/Participation in Innovation Programs from 2000 to 2010 (Source: CASAS 2010)

The Chart 2 graphic shows a steady growth in Innovation Program size over the first nine years of program implementation even though overall adult school apportionment had remained reasonably stable over those nine years. However for the 2009-10 program year, the enrollment in Innovation Programs plummeted 55 percent from the prior year. This precipitous drop in enrollment corresponds with the advent of legislative flexing of adult education state funding.

Distribution by Instructional Media Delivery Type

Chart 3 summarizes the most popular instructional media types proposed for FY 2009-10. These numbers reflect multiple classes offered at some adult schools. Video and DVD checkout were the most popular media modes used in Innovation Programs.

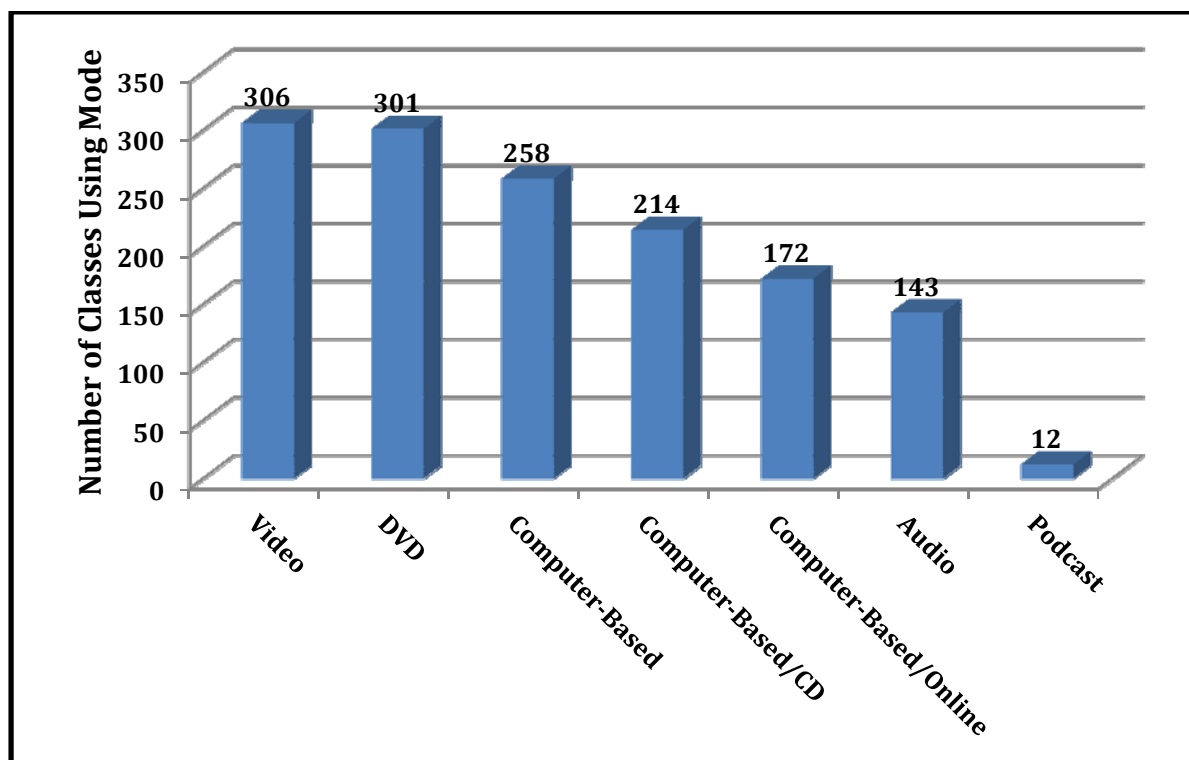


Chart 3: The Most Popular Instructional Delivery Modes Used in the Innovation Program Courses in FY 2009-10 (Source: 2009-10 Applications)

The video, DVD and audio media normally are provided on a checkout basis with workbooks, study packets, work assignments, or activities included. Since video and DVD checkout usually is combined with one or more other delivery methods, it makes determining the statewide percentages of the delivery modes difficult.

The checkout model is flexible and easy to manage, and the availability of pre-produced and school-site produced videos continues to make checkout a popular model. However, it is expensive to support because the instructor generally meets with each student individually once a week for 20 to 30 minutes. There will likely be a decline in video checkout offerings, and hopefully a move towards more online instruction.

Class Distribution by Instructional Areas

Innovation Programs are permitted to offer multiple classes. It is not unusual for an adult school to offer several levels of ESL, an ABE course, as well as a Parent Education course. Chart 4 describes the fiscal year 2009-10 distribution for the four major instructional program areas in the Innovation Programs. ESL was the predominant instructional course offered, with 1,975 courses. Those courses represent a two-thirds majority (66.2 percent) of the total courses offered—See Chart 5.

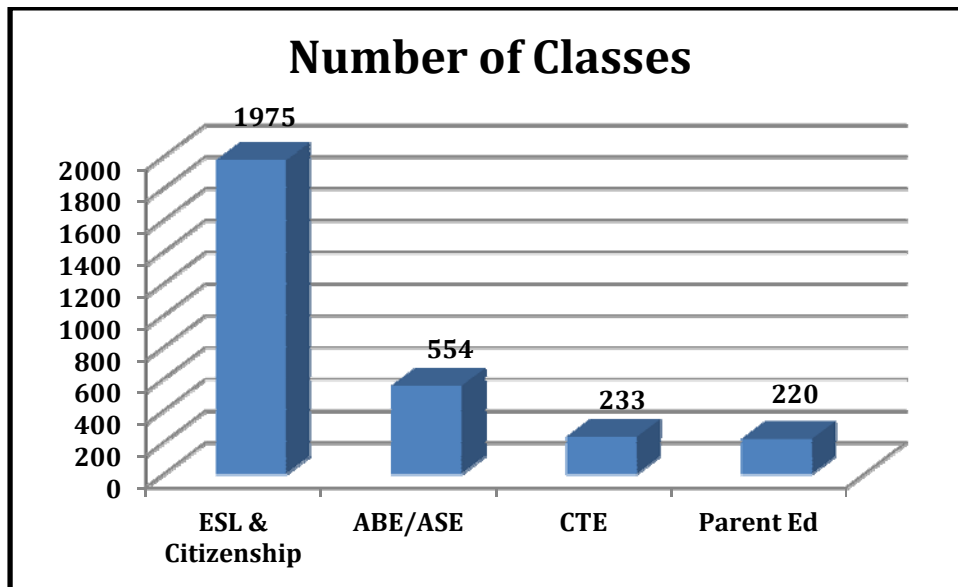


Chart 4: of Innovation Program Classes by Instructional Area (Source: Program Applications 2009-10)

Comparing the percentage of proposed offerings in different program areas over the last four years, it is clear that ABE and ASE courses as well as Parent Education courses have increased their percentages, albeit the numbers of classes were far smaller than those proposed for ESL.

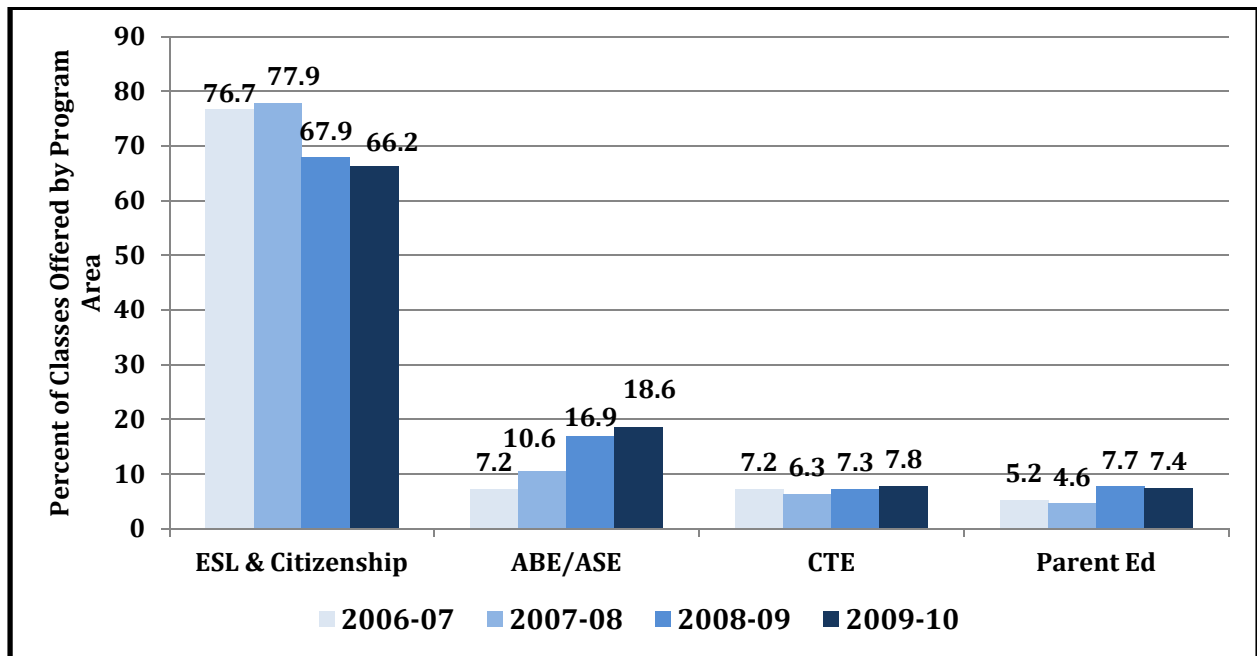


Chart 5: Annual Percentage of Enrollment of Courses in Each of Four Program Areas from 2006-07 to 2009-10. (Source: 2006-10 Program Applications)

The California Department of Education (CDE) Adult Education Office (AEO) modified the course coding system effective in the 2006-07 fiscal year, resulting in slight changes to the authorized areas of program instruction. This data is based on approved courses and classes, not necessarily those actually offered. Chart 4 provides the numbers of courses proposed for each program area.

Most of the adult high school courses, ASE, are, in fact, GED test preparation. Few high school subjects are offered via the Innovation Program initiative. These courses are more often offered through Independent Study.

Student – Teacher Contact

Learners and teachers are expected to maintain contact throughout each distance learning class. This contact can include student orientation, assessment, demonstrating student progress, tutoring, progress monitoring, advising, and explaining new assignments. The distribution among the primary methods of student–teacher interactions follows.

Chart 6 documents the primary methods of contact. Many programs offer multiple ways for student contact with face-to-face communication being the preferred method.

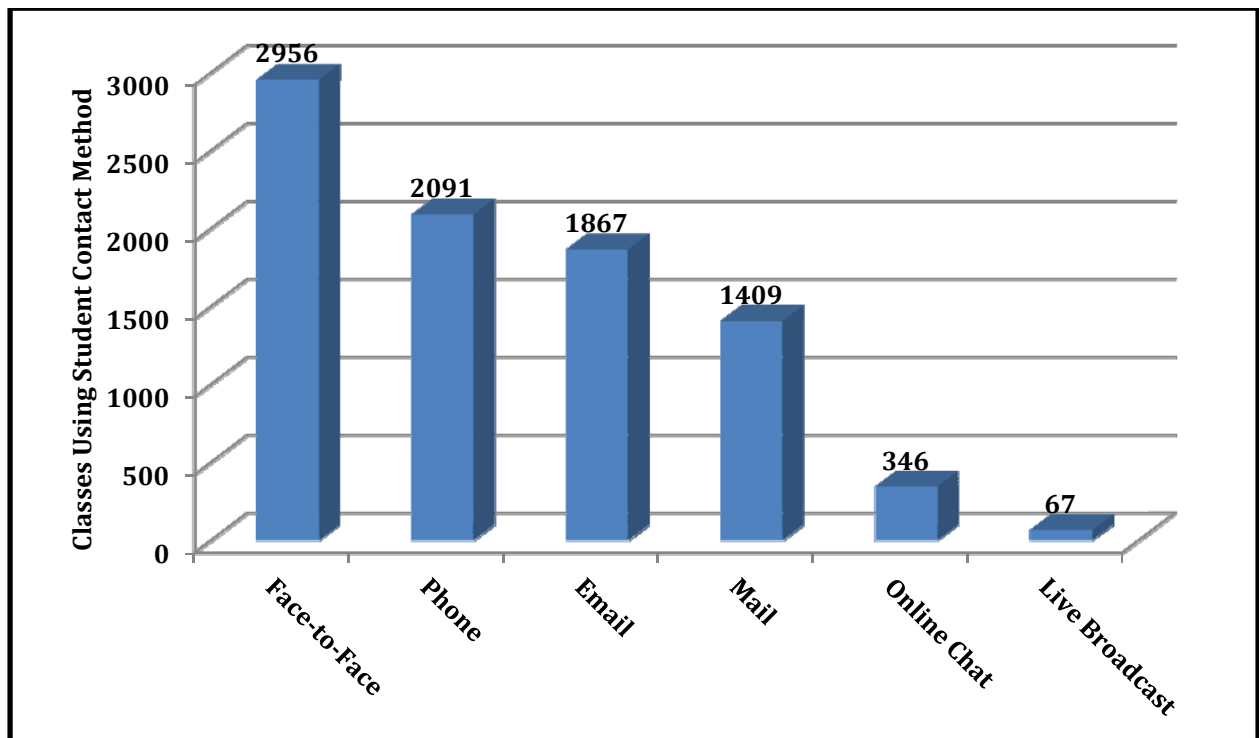


Chart 6: Distribution of Offered Student – Teacher Contact Methods (Source: 2009-10 Applications)

Accountability

Innovation Programs use the Tracking of Programs and Students (TOPSpro) Entry and Update records to maintain student information. All adult schools are encouraged to utilize the data elements contained in the TOPSpro Entry and Update records for their student participation reporting. This applies to the Innovation Programs also. Other program outcomes are included in the annual performance reporting submitted by the Innovation Programs to the AEO. This interactive report form is available to the Innovation Program administrators via the Internet at: <http://adulthood.otan.us>.

2009-10 Learner Statistics

The following tables and charts are drawn from TOPSpro data collected and updated by CASAS for fiscal year 2009-10. They are based on programs that identify their learners as participating

in distance learning programs, and consequently are a very good approximation of the statewide Innovation Programs' learning populations. The data are based on unduplicated counts.

Participation by Instructional Program

Table 2 displays the distribution of enrollments in five instructional program areas for the Innovation Program for program years 2000-01, 2007-08, 2008-09, and 2009-10. Although the distribution percentages remained relatively stable over the ten year period, the actual enrollments in the five instructional program areas increased until the current reporting program year 2009-10 where enrollments plummeted 22.3 percent for high school subjects and GED Preparation to 70.7 percent for Parent Education programs. This is also graphically shown in

Program	2000-01		2007-08		2008-09		2009-10		(2008-10)
	N	% Enroll Distrib	N	% Enroll Distrib	N	% Enroll Distrib	N	% Enroll Distrib	% Enroll Loss Fr 2008-09
ABE	359	1.7%	1,036	1.4%	1,119	1.5%	751	2.2%	32.9%
ESL	19,835	92.1%	61,978	85.9%	65,030	85.5%	28,477	83.0%	56.2%
HS/GED	618	2.9%	4,045	5.6%	4,323	5.7%	3,360	9.8%	22.3%
CTE	364	1.7%	1,252	1.7%	1,037	1.4%	474	1.4%	54.3%
Parent Ed	359	1.7%	3,826	5.3%	3,914	5.1%	1,146	3.3%	70.7%
Totals	21,535		72,137		73,803		33,189		55.0%

Table 2: Ten Years of Innovative Program Participation--Number and Annual Percent of Enrollment in Five Program Areas And Percent of 2009-10 Enrollment Loss From 2008-09. (Source CASAS 2010)

Chart 7. Over 85 percent of the learners recorded via TOPSpro participated in ESL programs in 2008-09 and 83 percent in 2009-10. The ASE/GED programs (5.7 percent) in 2008-09 almost doubled its increase in 2009-10 to 9.8 percent. This was followed by the decrease in enrollment for Parent Education programs (5.2 percent in 2008-09) to 3.3 percent in 2009-10 to represent distant second and third most popular programs. Chart 7 displays the percent of enrollment change compared to enrollments in 2000-01 for five instructional programs participating in the Innovation Programs. Although all five instructional program areas enrollments are up from 2000-01, all have dramatically decreased from the last program year 2008-09. The greatest percentage change in program enrollment for the Innovation Programs was exponential growth in Parent Education from 2000-01 to 2008-09 when it grew 990 percent then dramatically dropped 771 percentage points to 219 percent in 2009-10. This high gain was followed by high school subjects and GED Preparation with a 600 percent growth in 2008-09 since 2000-01 then dropping 156 percentage points to 444 percent in 2009-10.

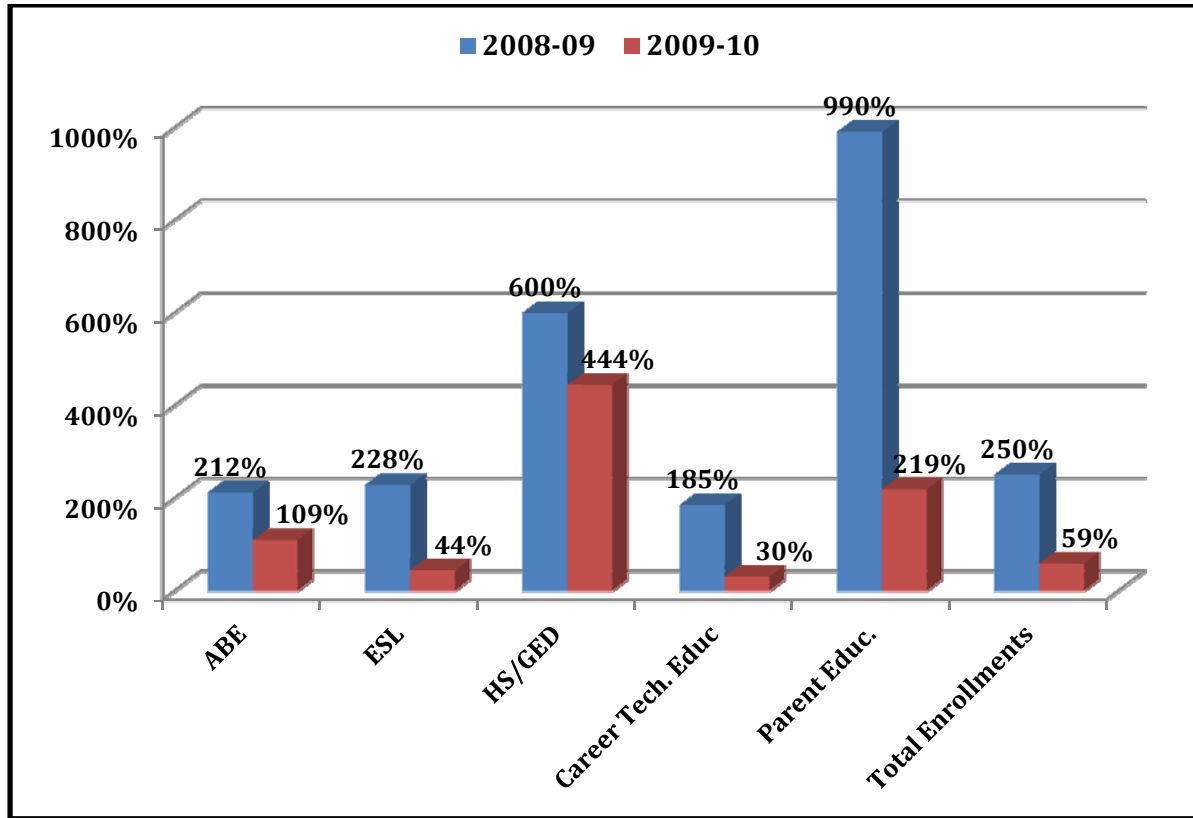


Chart 7: Percent Change in Innovation Programs Enrollments compared to 2000-01 Program Year For 2008-09 and 2009-10. (Source: CASAS 2010).

Enrollment by Geographic Region

The Innovation Programs distribution by region remained very uneven. Los Angeles County and the Los Angeles Unified School District, in particular, dominated the Innovation Program enrollment distribution over the last three years even though their percent distributions declined over the three years from 69.2 percent in 2007-08 down to 63.9 percent this past year—2009-10. On the other hand, the Capitol Region gained from 6.4 percent to 9.2 percent over the three year period. Although their enrollments are miniscule compared to Los Angeles or total enrollments in the Innovation Programs, rural county regions made noteworthy percent distribution gains in their enrollments in the Innovation Programs—See the following Regions in Table 3: Central Valley; Delta Sierra; North Coast; Northeastern; and Rims.

Most of the of program enrollments for the 11 geographical regions across the three years remained relatively constant for the first two years and dramatically dropped this past program year—2009-10. Notably the Bay Region decreased from 6176 in 2008-09 to 866 in 2009-10. However three rural Regions (Central Valley, Delta Sierra, and Northeastern) actually increased their enrollments from over the last two program years--2008-09 to 2009-10, from a total of 1.12 percent to 6.5 percent. See Table 3 (below).

CDE Geographic Regions	2007-08		2008-09		2009-10	
	N	%	N	%	N	%
Bay Region	6447	8.8	6176	8.1	866	2.5
Capitol Region	4692	6.4	5081	6.7	3170	9.2
Central Valley Region	837	1.1	1550	2.0	1990	5.8
Costa del Sur Region	1994	2.7	2083	2.7	913	2.7

CDE Geographic Regions	2007-08		2008-09		2009-10	
	N	%	N	%	N	%
Delta Sierra	3	0.0	4	0.0	109	0.3
Los Angeles Region	50451	69.2	49416	64.9	21932	63.9
North Coast Region	1078	1.5	1396	1.8	698	2.0
Northeastern Region	118	0.2	84	0.1	137	0.4
Rims Region	897	1.2	1018	1.3	586	1.7
South Bay Region	3599	4.9	6166	8.1	2817	8.2
Southern Region	2784	3.8	3113	4.1	1082	3.2
Total	72,900	100.0	76,087	100.0	34,300	100.0

Table 3: Number and Percent Enrollment Distribution of Innovative Programs for Five Instructional Program Areas 2007-08 to 2009-10. (Source CASAS 2010)

Distribution by Gender and Program

Table 4 displays the percent of enrollment distribution by gender in five instructional programs participating in Innovation Programs from 2007-08 to 2009-10. As shown in this table, women participated in the Innovation Programs in far greater numbers than men over the three year period from 2007 to 2010—(63.1 percent to 66.1 percent. The preponderance of women was even greater in the Career Technical Education (74.9 percent).

Program	2007-08			2008-09			2009-10		
	Female %	Male %	Total N	Female %	Male %	Total N	Female %	Male %	Total N
ABE	65.4	34.6	1,036	67.6	32.4	1,119	65.6	34.4	750
HS/GED	60.4	39.6	4,044	60.9	39.1	4,348	59.6	40.4	3,360
ESL	64.7	35.3	61,951	62.8	37.2	64,998	66.9	33.1	28,469
C.T.E.	72.3	27.7	1,251	75.7	24.3	1,037	74.9	25.1	474
Parent Educ.	68.0	32.0	3,821	64.2	35.8	3,912	62.3	37.7	1,145
Total	64.8	35.2	72,841	63.1	36.9	76,052	66.1	33.9	34,290

Table 4: Gender of Students Enrolled in Innovation Programs for Five Program Areas—2007-08 to 2009-10. (Source: CASAS 2010)

The following graphic, Chart 8, shows that the percent of female participation in the Innovation Programs has remained relatively constant over the past three years in the five instructional program areas. For this reporting program year, 2009-10, total program percent distribution for females was the highest over the three year period as was the percent enrollment distributions for ESL and Career Technical Education. Parent Education was at its lowest percent in 2009-10.

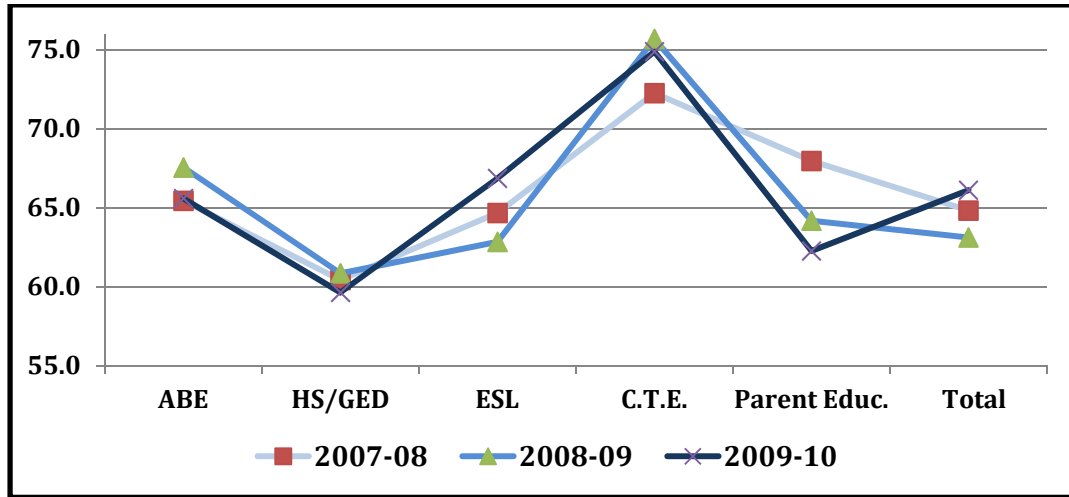


Chart 8: Percent of Female Enrollments in Innovation Programs by Five Instructional Program Areas from 2007-08 to 2009-10. (Source: CASAS 2010)

Participation by Age Group

Participation by age groups shows that the Innovation Programs primarily served students between the ages of 21 and 50. See Table 5.

Age	ABE		ESL		HS/GED		C.T.E.		Parent Educ.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
16-20	75	10.0	1,263	4.4	958	28.7	21	4.4	705	64.8	3,023	8.8
21-30	201	26.8	7,009	24.6	1,107	33.1	90	19.0	89	8.2	8,505	24.9
31-40	213	28.4	8,118	28.5	693	20.7	97	20.5	188	17.3	9,324	27.3
41-50	154	20.5	6,544	23.0	412	12.3	157	33.1	67	6.2	7,349	21.5
51-64	91	12.1	4,295	15.1	161	4.8	98	20.7	32	2.9	4,710	13.8
65+	16	2.1	1,238	4.3	10	0.3	11	2.3	7	0.6	1,301	3.8
Total	750	100	28,467	100.	3,341	100	474	100	1,088	100	34,212	100

Table 5: Distribution of Learner Ages in Innovation Programs by Instructional Program Area for FY 2009-10 (Source: CASAS 2010)

Chart 9 provides a graphical picture of the percent of enrollment by age group for each of the five instructional programs participating in the Innovations Program during 2009-10 listed in Table 5. Youth (ages 16-20) were predominating in Parent Education programs (64.8 percent). Youth and young adults (ages 21-30) were the main participants in High School Subjects and GED Preparation classes (61.8 percent). At 33.1 percent, students aged 41-50 were the most common participants enrolled in Career Technical Education. The age groupings 21 to 50 comprised 75.7 percent of the ABE enrollment and 76.1 percent of the ESL enrollments for the Innovations Program in 2009-10.

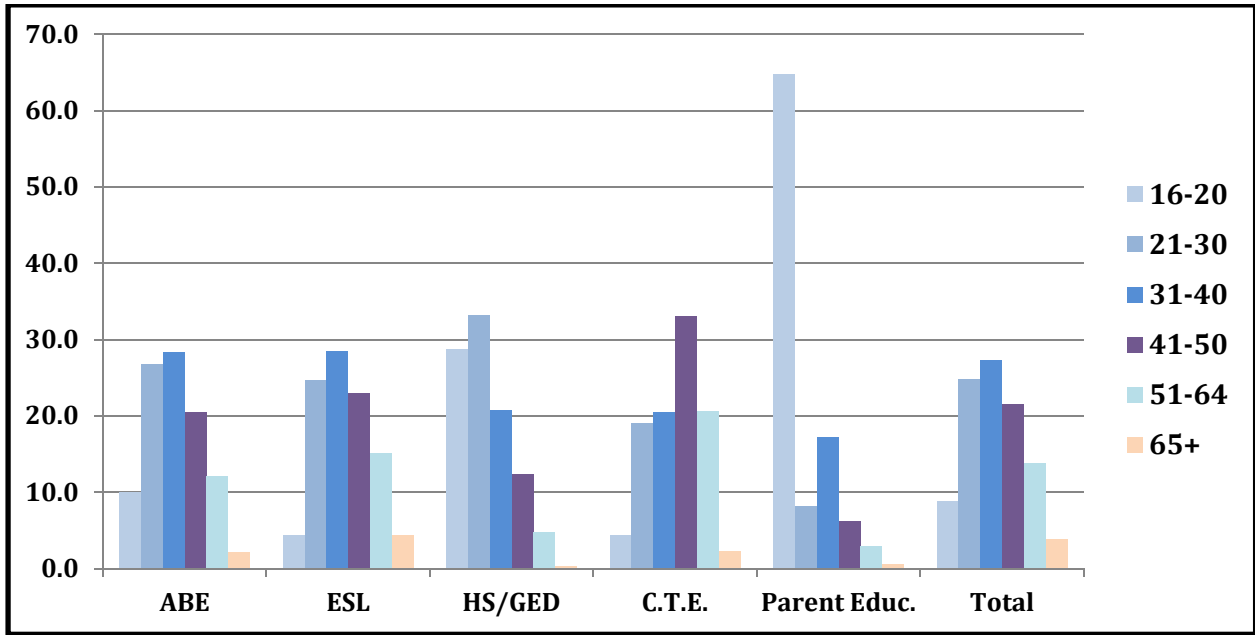


Chart 9: Percent of Enrollment Distribution for Participant Ages in Innovative Programs in Each of Five Instructional Program Areas—2009-10 (Source: CASAS 2010)

Chart 10 shows a relatively constant percent distribution of program enrollments over the four year period (2006–10) for each of the age cohorts. Participation rates in 2009-10 for those aged 21 to 30 were lower than the previous three years and slightly higher than the previous three years for those aged 41 to 64.

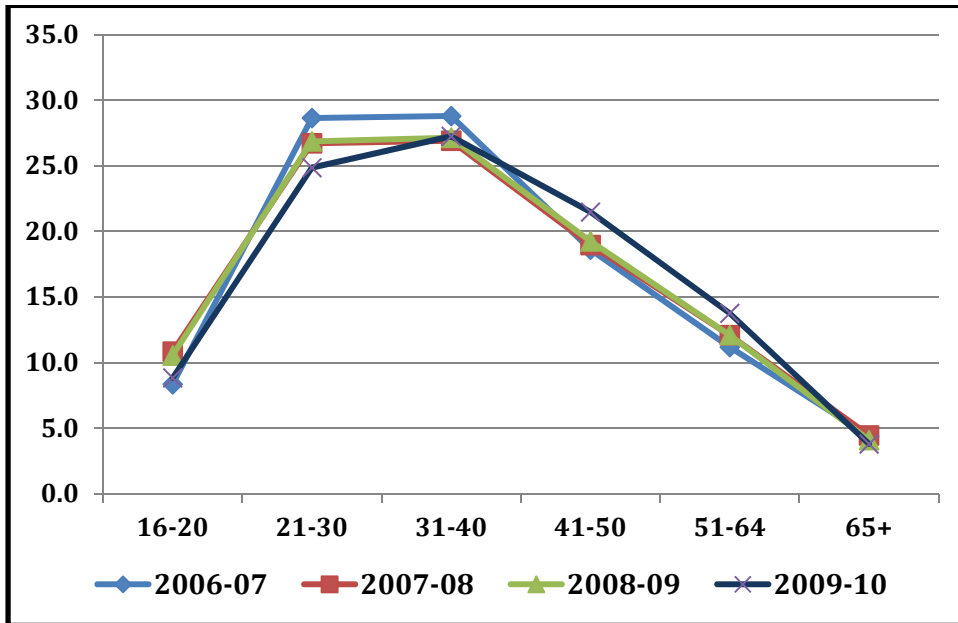


Chart 10: Percent Distribution of Participant Ages in Innovation Program Over a Four Year Period--2006-07 to 2009-10. (Source: CASAS 2010)

Ethnicity by Instructional Program

Chart 11 shows that Hispanic students dominated the percent distribution of enrollments in each of the five instructional programs participating in the Innovation Programs in 2009-10. Asian students followed Hispanics in ABE and ESL whereas White (non-Hispanic) students followed Hispanic enrollments in Career Technical Education and High School Subjects /GED preparation classes. Black (non-Hispanic) students had the lowest proportion of enrollment in four of the five instructional programs—in High School Subjects/GED Preparation classes they placed third in proportion of enrollment at 9.4 percent.

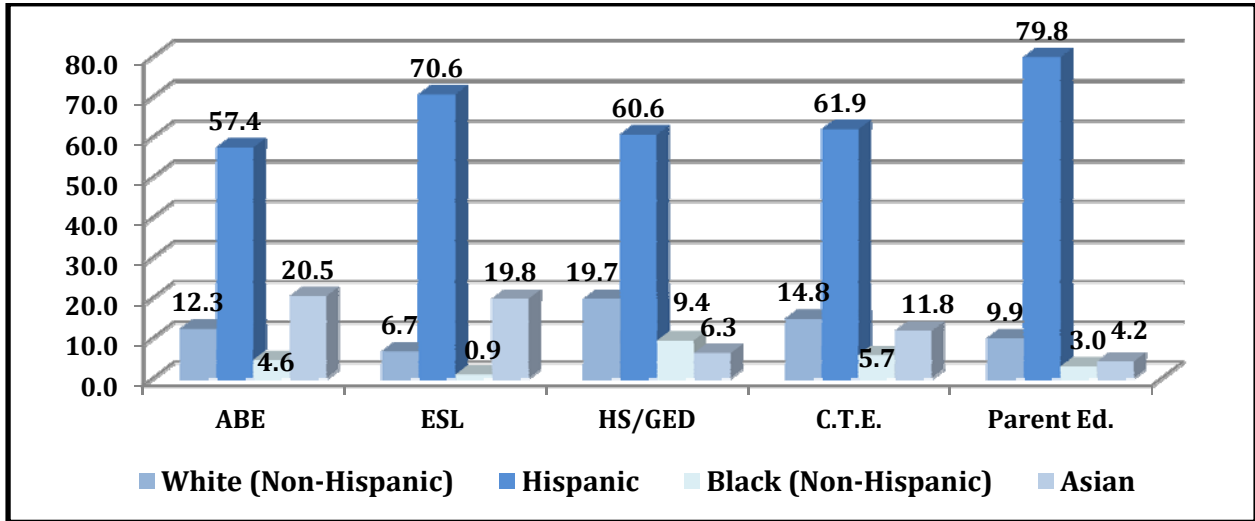


Chart 11: Percent Distribution in Five Instructional Program Areas of Each Major Ethnic Cohort Enrollment for Innovation Programs—2009-10. (Source: CASAS 2010)

As shown in Table 6, Hispanics comprise 69.4 percent of the distance-learning participants. This is a very slight decrease from the previous year (71.2 percent). Asians made up 17.8 percent. White non-Hispanics represented 8.4 percent of the participants. The Black learner participation percentage was about the same as the previous program years at 2.0 percent. The absence of Black (non-Hispanic) learners participating in the Innovation Program continues to be an outreach challenge.

Ethnicity	N	ABE	ESL	HS/GED	C.T.E.	Parent Ed.	Totals	
		741	28,389	3,353	473	1,146	N	Percent
White (Non-Hispanic)		12.3	6.7	19.7	14.8	9.9	2,861	8.4
Hispanic		57.4	70.6	60.6	61.9	79.8	23,743	69.4
Black (Non-Hispanic)		4.6	0.9	9.4	5.7	3.0	686	2.0
Asian		20.5	19.8	6.3	11.8	4.2	6,092	17.8
Pacific Islander		0.8	0.1	0.7	0.2	0.3	75	0.2
Filipino		1.6	0.4	1.5	3.4	2.2	216	0.6
Native American		2.8	1.5	1.8	2.1	0.5	516	1.5
Native Alaskan		0.0	0.0	0.1	0.0	0.0	11	0.0
Totals		100.0	100.0	100.0	100.0	100.0	34,200	100.0

Table 6: Percent Distribution of Ethnicity Enrollments in Innovation Programs by Five Instructional Program Areas—2009-10. (Source: CASAS 2010)

Innovation Program Participants' Primary Language

The wide variety of primary languages spoken by Innovation Programs participants is another indicator of participant diversity as shown in Table 7. More than 63.1 percent of the participants reported speaking Spanish as their primary language. English (3.6 percent in 2008-09 and 8.0 percent in 2009-10) replaced Chinese (6.4 percent in 2008-09 and 6.9 percent in 2009-10) as a distant second.

Primary Language	N	ABE	ESL	HS/GED	C.T.E.	Parent Ed.	Total	
		740	27,895	3,332	460	1,141	N	%
English		22.7	0.6	55.9	21.7	32.2	2,690	8.0
Spanish		51.8	72.7	35.6	62.2	63.1	22,906	68.1
Vietnamese		0.9	2.6	0.7	1.1	0.4	752	2.2
Chinese		5.3	7.9	1.4	4.6	1.5	2,337	6.9
Hmong		1.4	0.5	0.7	0.7	0.0	168	0.5
Cambodian		0.4	0.5	0.6	0.2	0.1	169	0.5
Tagalog		1.2	0.3	0.7	2.0	0.8	143	0.4
Korean		2.0	3.2	0.2	1.1	0.2	911	2.7
Lao		0.3	0.1	0.3	0.0	0.0	50	0.1
Russian		0.9	1.9	0.2	1.1	0.3	553	1.6
Farsi		2.2	2.1	0.6	1.7	0.1	621	1.8
Other		10.9	7.7	3.0	3.7	1.4	2,360	7.0
Total		100.0	100.0	100.0	100.0	100.0	33,660	100.0

Table 7: The Percent Distribution of Primary Language Spoken by Innovation Programs' Participants by Five Instructional Programs—2009-10. (Source: CASAS 2010)

Years of Schooling

As reported in Table 8, over 40 percent (41.3 percent) of the learners reported having nine or less years of schooling at the time of enrollment. Over half of these (21.5 percent) have six or fewer years of prior schooling. This continues to suggest that the Innovation Programs reach lower level learners in need of adult education services.

Years of Schooling	ABE	ESL	HS/GED	C.T.E.	Parent Ed.	Total
N	733	27426	3275	428	1081	33031
<=3Years	5%	7%	3%	3%	2%	6%
4-6 Years	8%	18%	2%	6%	2%	15%
7-9 Years	15%	21%	14%	13%	13%	20%
10-11 Years	27%	10%	61%	17%	48%	17%
12 Years	26%	24%	13%	39%	31%	23%
13+ Years	20%	20%	7%	23%	5%	18%
Total	100%	100%	100%	100%	100%	100%

Table 8: The Years of Schooling Percent Distribution of Innovation Program Participants by Five Instructional Program Areas—2009-10 (Source: CASAS 2010)

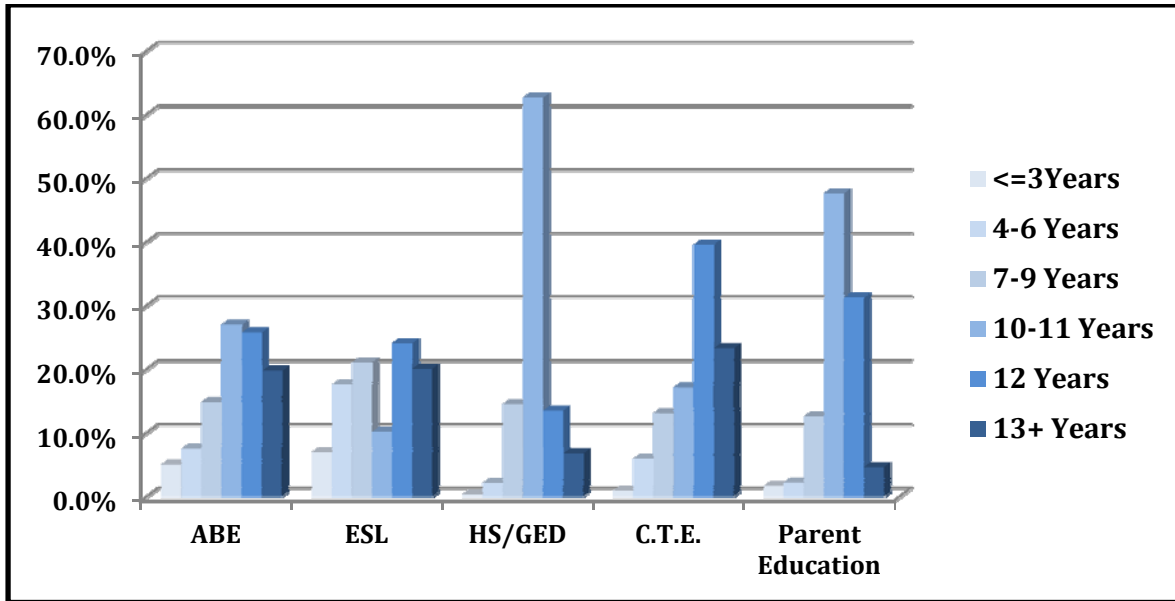


Chart 12: Percent Distribution of Years of Schooling for Innovation Participants by Five Instructional Program Areas--2009-10 (Source: CASAS 2010)

In the judgment of program managers, it demonstrates that lower-level learners can be effectively served by non-traditional interventions. Of the largest learning population, ESL learners, 45.7 percent report having nine or fewer years of education. (See Table 8 and Chart 12). Chart 12 graphically shows that Innovation Programs served the appropriate participants as indicated by their years of schooling. The majority of Innovation Program participants enrolled in ABE or ESL had eleven or fewer years of schooling, whereas, the vast majority of participants enrolled in ASE (high school and GED Preparation) had ten or more years of schooling. Participants enrolled in Career Technical Education (CTE), had the most years of schooling with a majority having twelve or more years of schooling.

Because ESL comprised over 80 percent of the program enrollments in the Innovation Programs for the past ten years (see Table 2, page 19), analyses were made of the program enrollment trends of the remaining four dominant program areas. Chart 13 shows the

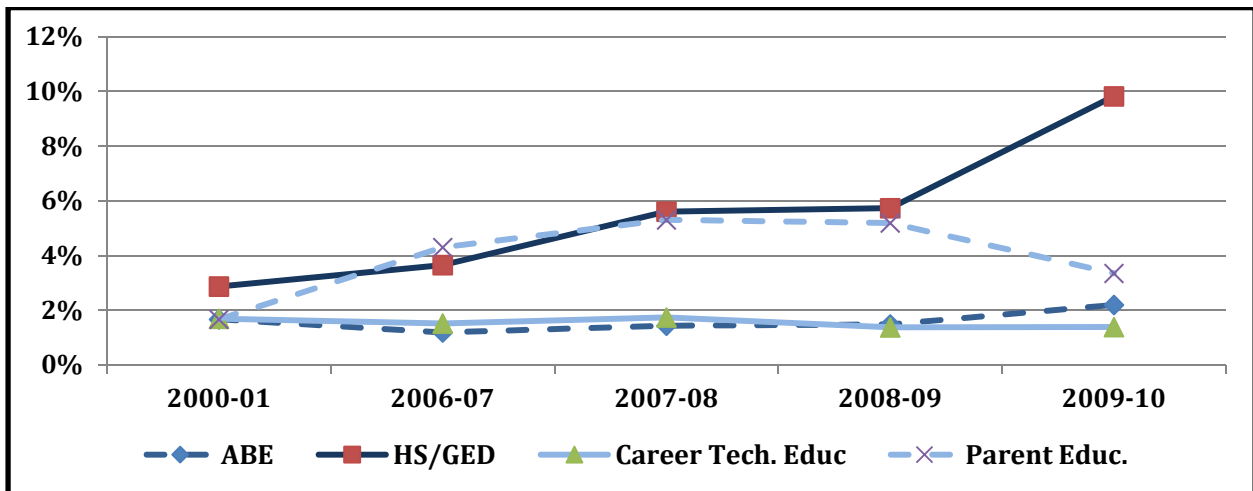


Chart 13: Percent of Program Enrollment for Innovation Program Participants with 12 or Fewer Years of Schooling in Four Instructional Program Areas (sans ESL) 2001-10 (Source: CASAS 2010)

program enrollment pattern for participants in distance learning with 12 or fewer years of schooling up to this reporting year 2009-10 when changes were observed. Over the ten year period, Career Technical Education and ABE have maintained an enrollment share between one and two percent. Parent Education grew from two percent to five percent and dropped to three percent this reporting year 2009-10. In the beginning years, High School Subjects/GED Preparation classes went from three percent to four percent and for the past two years held at six percent before jumping to ten percent this current reporting year (2009-10). These changes reflect the priority that adult education programs have placed on meeting the needs of their district in order to keep the districts from sweeping all or most adult education funding for other purposes. Many programs focused on concurrent high school students needing to complete a few credits for graduation, or students needing extra support in order to pass the CAHSEE or GED.

Highest Degree by Instructional Program

Over half (54.5 percent) of the Innovation Programs' learners reported having no earned degrees or certificates at the time of enrollment. Over 25 percent (26.6 percent) reported possessing a high school diploma or GED, while six percent (5.9 percent) said they had a technical or associate of arts (AA) degrees. Over 10 percent (10.9 percent) of the learners reported having a college degree or some graduate study, as shown in Table 9.

	ABE	ESL	HS/GED	C.T.E.	Parent Ed.	Totals
N	716	27043	3198	422	1114	32580
None	50.4%	51.2%	79.5%	31.0%	76.8%	54.5%
GED	2.8%	1.6%	2.1%	6.4%	0.8%	1.8%
HS Diploma	26.1%	26.9%	9.5%	37.4%	11.3%	24.8%
Technical	4.1%	3.5%	3.3%	3.6%	1.6%	3.4%
AA Degree	3.1%	2.7%	1.0%	4.5%	1.3%	2.5%
4 Yr College	6.1%	8.7%	1.8%	10.4%	5.1%	7.9%
Grad Study	3.8%	3.2%	1.0%	2.8%	2.4%	3.0%
Other	3.6%	2.2%	1.8%	3.8%	0.7%	2.2%
Totals	100%	100%	100%	100%	100%	100%

Table 9: Percent Distribution of Highest Degree for Participants in Innovation Programs for Five Instructional Program Areas and Total Enrollment—2009-10. (Source: CASAS 2010)

Chart 14 graphically shows the percent distribution of the highest degree of educational accomplishment Innovation Program participants had in each of the five instructional programs during 2009–10. Participants in four of the instructional programs participating in the Innovation Programs, (ABE, ESL, High School Subjects/GED Preparation, and Parent Education) had as the most common level of educational attainment as “none” or no diploma or degree. Only Career Technical education had as the most common level of educational attainment as High School Diploma or GED Certificate—however, the second most common level for C.T.E. was “none” or no diploma.

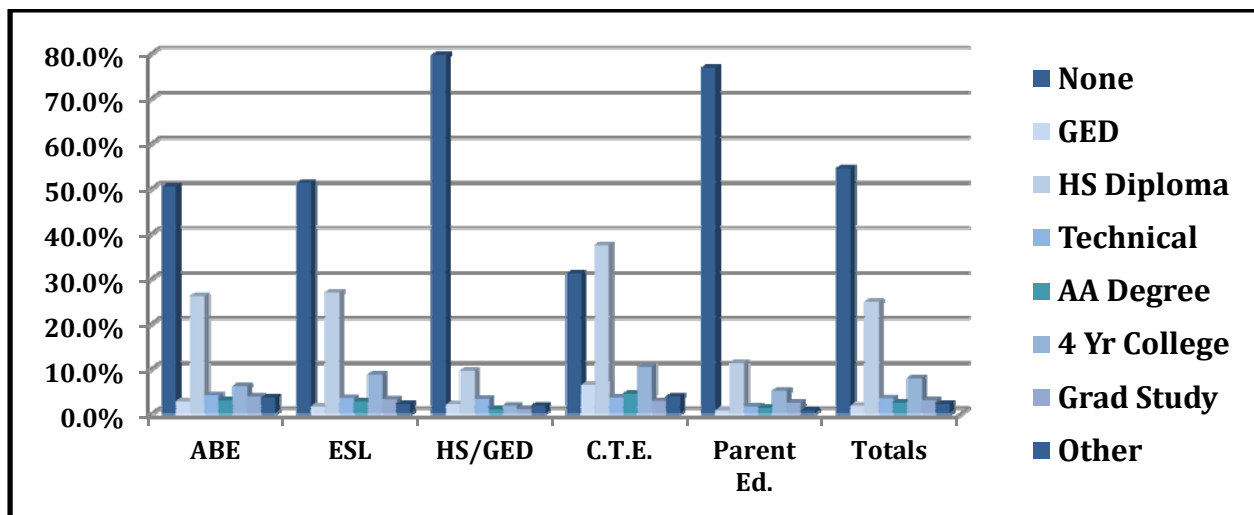


Chart 14: Percent Distribution of Highest Degree for Participants in Innovation Programs by Five Instructional Programs Areas and Total Enrollment—2009-10 (Source: CASAS 2010)

ABE/ASE Instructional Level on Program Entry

Upon entry into ABE and ASE programs, the totals, as shown in Table 10, show that 4.8 percent of the Adult Basic Education and Adult Secondary Education learners were tested and enrolled in the beginning literacy or beginning level Adult Basic Education. Over half (58 percent) of the learners scored at the intermediate level of ABE instruction while 37.2 percent scored at the high school subjects, GED, or pre-GED level. However, when viewing ABE and ASE separately, 16.6 percent of the ABE placements had the skill levels to enroll in ASE level courses whereas 13.7 percent of the ASE enrollees scored below 221 and should have been placed more appropriately in ABE courses—a score of 236 or better is the NRS prerequisite for enrollment at the ASE level.

Level Upon Entry	Score Range	ABE		ASE		Total	
		N	%	N	%	N	%
Beg. Literacy	200 & below	8	1.5	9	0.5	17	0.8
Beginning	201-210	43	8.1	43	2.6	86	4.0
Intermediate Low	211-220	89	16.9	173	10.6	262	12.1
Intermediate High	221-235	300	56.8	695	42.4	995	45.9
ASE Low	236-245	73	13.8	454	27.7	527	24.3
ASE High	246+	15	2.8	265	16.2	280	12.9
Total		528	100.0	1639	100.0	2167	100.0

Table 10: Adult Basic Education Instructional Level At Time of Entry Into Innovation Programs of ABE and ASE– FY 2009-10 (Source: CASAS 2010) NB ABE and ASE Instructional Level Upon Entry is Based on Pre-test Mean Results

ESL and ESL–Citizenship Level on Program Entry

The instructional continuum of adult basic learning goes from beginning ESL literacy through advanced Adult Basic Education to Adult Secondary Education/GED. Beginning literacy is very difficult to provide in a distance learning format and is usually discouraged. This is because students need a certain foundation level of literacy in order to access the curriculum and program components.

Participation in the lower level programs (beginning-low ESL and above) serves as another indicator of whether the distance learning programs are reaching the hard to serve and/or the most in need of Adult Basic Education services.

As shown in Table 11, beginning literacy and beginning ESL learners represented 22.2 percent of the students receiving English language instruction while intermediate-low learners represented 31.4 percent. This data reflects the statewide focus in lower level ESL instruction and continues to suggest, as do other measures, that distance learning can be used to reach and serve learners once they demonstrate beginning literacy.

For example, the following are the kinds of reading and listening life skills stressed in the beginning low courses.

- Relating phonological sounds to letters and clusters of letters (sound/symbol correspondence).
- Recognizing basic sight words.
- Interpreting sentences using vocabulary and structures previously learned orally.

Language practice and drill types of activities are often a part of the beginning-low instruction. These drill and practice activities often lend themselves well to at-home practice and repetition.

Students in the intermediate low, intermediate high, and advanced low represent 75.6 percent of the ESL distance learners while beginning high students represent 15.1 percent. Teachers report that those students in the intermediate-low and above levels seem to benefit the most from blended classroom and distance learning alternatives because of the focus on and improving quality of the available learning materials, and the opportunity to incorporate life skills and higher-order thinking skills with the language acquisition instruction.

Level Upon Entry	Score Range	ESL	
		N	%
Beg. Literacy	180 & below	576	2.4
Beginning Low	181-190	1,123	4.7
Beginning High	191-200	3,584	15.1
Intermediate Low	201-210	7,450	31.4
Intermediate High	211-220	5,304	22.3
Adv. Low	221-235	5,211	21.9
Adv. High	236-245	496	2.1
Total		23,744	100.0

Table 11: *ESL and ESL Citizenship Participants' Instructional Level at Time of Program Entry for Innovation Programs 2009–10. (Source: CASAS 2010)*

Primary Reasons for Enrollment

Improving basic skills and English skills account for 84.9 percent of the primary reasons learners reported for enrollment. This is slightly more than the previous year (81.6 percent). Direct work-related reasons (get a job and retain a job) make up only 1.6 percent of the primary reasons for enrolling. However, improving skills probably has implications for work preparedness and therefore could be linked to these prior two reasons for enrollment.

Primary Reason	ABE	ESL	HS/GED	C.T.E.	Parent Ed.	Total	
	751	28477	3360	474	1146	N	%
Improve Basic Skills	54.3	12.3	39.0	18.4	34.6	5,700	16.6
Improve English Skills	22.2	76.9	3.0	12.4	6.0	22,297	65.0
HS Diploma or GED	8.4	0.6	48.0	0.8	26.5	2,147	6.3
Get Job	2.5	1.4	1.2	14.6	0.2	540	1.6
Retain Job	1.6	1.0	0.7	4.4	0.2	332	1.0
Enter College or Training	0.8	0.3	0.7	0.6	0.1	108	0.3
Work-Based Project	0.1	0.1	0.0	1.5	0.0	25	0.1
Family Goal	0.9	0.8	0.4	4.9	17.9	485	1.4
U.S. Citizenship	0.1	2.2	0.0	0.0	0.0	637	1.9
Military	0.0	0.0	0.0	0.0	0.0	2	0.0
Personal Goal	5.7	2.5	4.1	17.9	13.9	1,193	3.5
None/ Not Identified	2.4	1.9	2.5	23.8	0.4	775	2.3
Other	0.8	0.1	0.4	0.6	0.3	59	0.2
Total	100.0	100.0	100.0	100.0	100.0	34,300	100.0

Table 12: The Innovation Programs' Participants Primary Reason for Enrolling in the Five Instruction Programs—2009-10 (Source: CASAS 2010)

Basic skill and language improvement was most important for ABE learners (76.5 percent). Improving English skills was the most important for ESL learners (76.9 percent). Getting a High School Diploma or GED (34.6 percent) and improving basic skills (26.5 percent) were the most important for learners in Parent Education that combined for 61.1 percent.

Learner Progress or Status by Program

Learners are monitored on their progress throughout the time of enrollment. Chart 15 graphically displays the enrollment and course completion status in five instructional programs of learners participating in the Innovation Programs for 2009-10. The highest percent of learners retained at the same level in 2009-10 were enrolled in High School Subjects/GED Preparation (52.7 percent), followed by ESL (46.9 percent), and ABE (42 percent). See Chart 16. The highest percent of learners not showing up for class or attending less than twelve hours were enrolled in ABE (17.2 percent) which also had the second highest rate of participants leaving before completing a National Reporting System (NRS) Functional Learning Level (20.8 percent). Career Technical Education followed the “no show rate” of ABE at 16.8 percent which was followed by High School Subjects/GED Preparation at 14.3 percent. The lowest percent was for learners enrolled in Parent Education (5 percent). Learners enrolled in Parent Education also had the highest percent of those completing an NRS Functional Learning Level and moving to a higher level at 30.5 percent. Although Parent Education is not included in the National Reporting System, some programs used CASAS tests to assess progress.

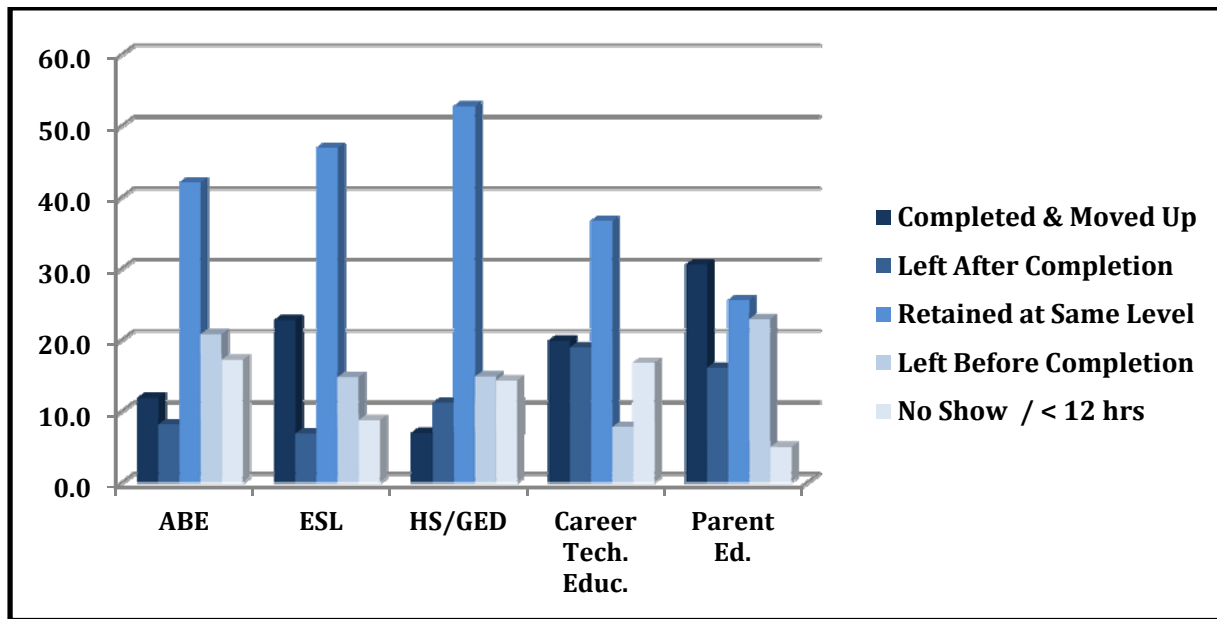


Chart 15: Innovation Programs' Participants Status by Instructional Program – FY 2009-10 (Source: CASAS 2010)

Chart 16 displays the stacked positive results of participants in the Innovations Program in five instructional program areas for 2009-10. Besides having the highest rate of those completing an NRS level and moving up, participants in Parent Education also had 16.1 percent leaving program after completing a level. Over 20 percent (22.8 percent) of the ESL participants completed or moved to a more advanced course; 6.8 percent completed a level, but left program after completion; and 46.9 percent were retained at the same level. For students remaining at the same level, more information is needed about the year in which they enrolled and progress within their given level.

Over 40 percent (42 percent) of the ABE learners remained at the same level. High School Subjects/GED Preparation had the lowest percent of participants completing a level or moving to a more advanced course.

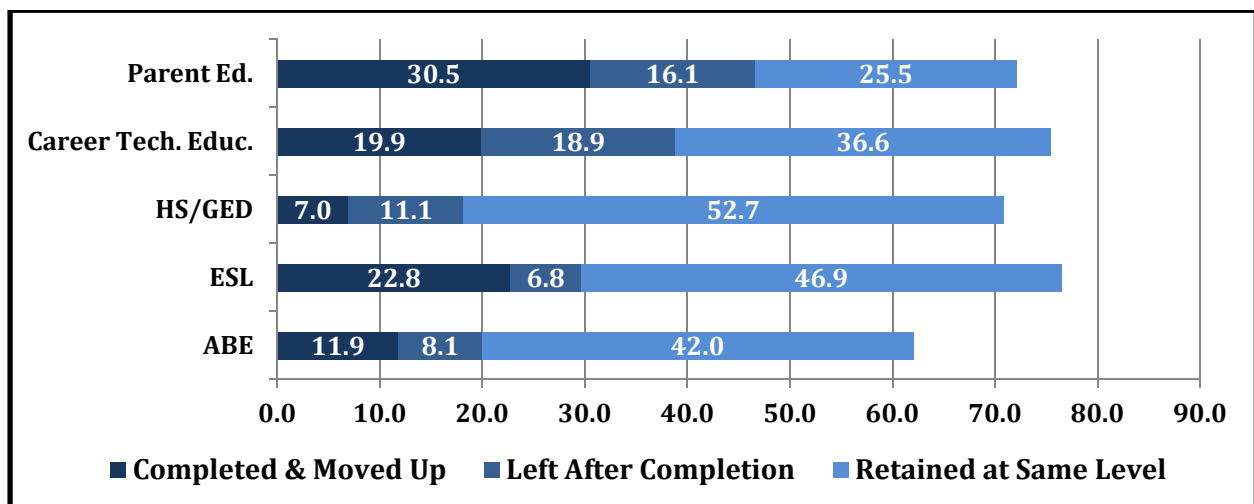


Chart 16: Percent of Innovation Programs' Learner Positive Status for Five Instructional Programs—2009-10. (Source: CASAS 2010)

Participant progress is a key indicator of the impact of the service delivery. ESL data indicates that 29.6 percent of the Innovation Program participants completed and moved up or left after completion. An additional 46.9 percent continued in the program to progress toward level completion and beyond for a total positive impact of 76.5 percent in 2009-10. ABE had the lowest total positive impact at 62 percent in 2009-10 and was the lowest of the five instructional programs over the four years shown. Results for all four years for each of the five instructional program areas are graphically displayed in Chart 17.

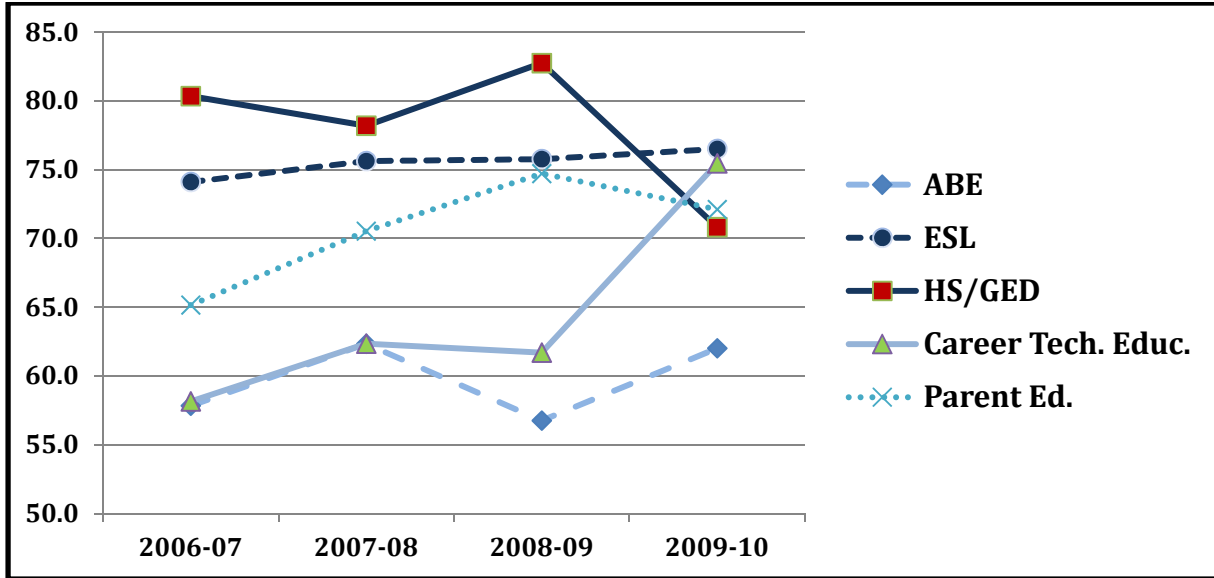


Chart 17: Percent Total Positive Impact Innovation Program Had Over Past Four Years in Five Instructional Program Areas 2006–10 (Source: CASAS 2010)

Learner Outcomes

Work Related Outcomes

Among the learners identifying work related outcomes in Chart 18, 32.3 percent said they acquired workforce readiness skills, 38 percent reported that they obtained or retained a job.

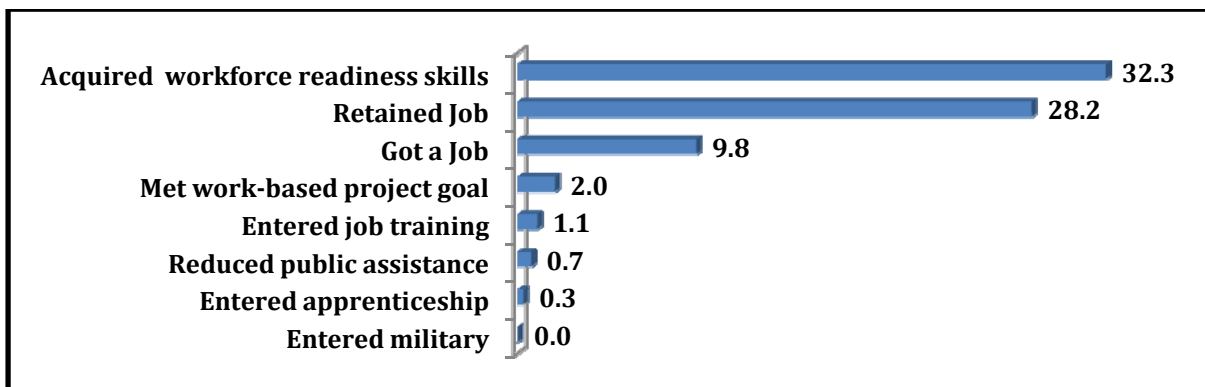


Chart 18: Reported Percent of Innovation Programs' Learner Work Related Outcomes—2009-10. (Source: CASAS 2010)

Personal Outcomes

Learners that identified meeting a personal goal or goals account for 63.6 percent of the personal outcome responses in Table 13. Over 17 percent (17.6 percent) of the learners identifying personal outcomes said that they have increased their involvement in their children's education and 14.9 percent said that they had increased their involvement in their children's literacy goals. Thirty percent (30.9 percent) said they had met another family goal.

Personal/Family Outcomes	N	%
Increased involvement in children's education	4,108	17.6
Increased involvement in children's literacy activities	3,472	14.9
Met other family goal	7,186	30.9
Met personal goal	15,515	66.6
Other	6,475	27.8

Table 13: Reported Innovation Programs' Learner Personal Outcomes – FY 2009–10 (Source: CASAS 2010)

Community Outcomes

As reported in Table 14, a third (35.4 percent) of the learners reporting community outcomes identified increased community involvement. Almost ten percent (9.3 percent) of the learners identified achieving U.S. citizenship skills as their primary community outcome.

Community Outcomes	N	%
Achieved U.S. citizenship skills	2,177	9.3
Registered to vote or voted first time	280	1.2
Increased involvement in community	8,231	35.4
Other	8,396	36.1

Table 14 Reported Innovation Programs' Learner Community Outcomes – FY 2009-10 (Source: CASAS 2010)

Educational Outcomes

A quarter (25.1 percent) of the learners reporting educational outcomes in Table 15 identified the mastery of course competencies and another quarter (26.2 percent) gained computer/tech skills. Eighteen percent (18.3 percent) reported earning a GED certificate, other certificate, or high school diploma, or entering college or a training program as their educational goal.

Educational Outcomes	N	%
Returned to K-12	178	0.8
Passed GED	411	1.8
Earned Certificate	2,891	12.4
Earned High School diploma	394	1.7
Entered college	356	1.5
Entered training program	217	0.9
Gained computer/tech skills	6,103	26.2
Mastered course competencies/Education Plan	5,833	25.1
Other	10,697	45.9

Table 15: Reported Innovation Programs' Learner Educational Outcomes – FY 2009-10 (Source: CASAS 2010)

Reading Pre-test Scores

The following tables and charts are taken from CASAS reading (Chart 19) and listening test data (Chart 20). The reader can observe the comparatively small number of tested learners to enrolled learners.^{vi} As noted, CASAS pre- and post- testing for all ESL, ABE, Citizenship, and ASE/GED learners in distance learning programs is difficult due to non-traditional schedules, infrequent visits to campus, and other factors associated with the very reason they are enrolled in a distance learning program.

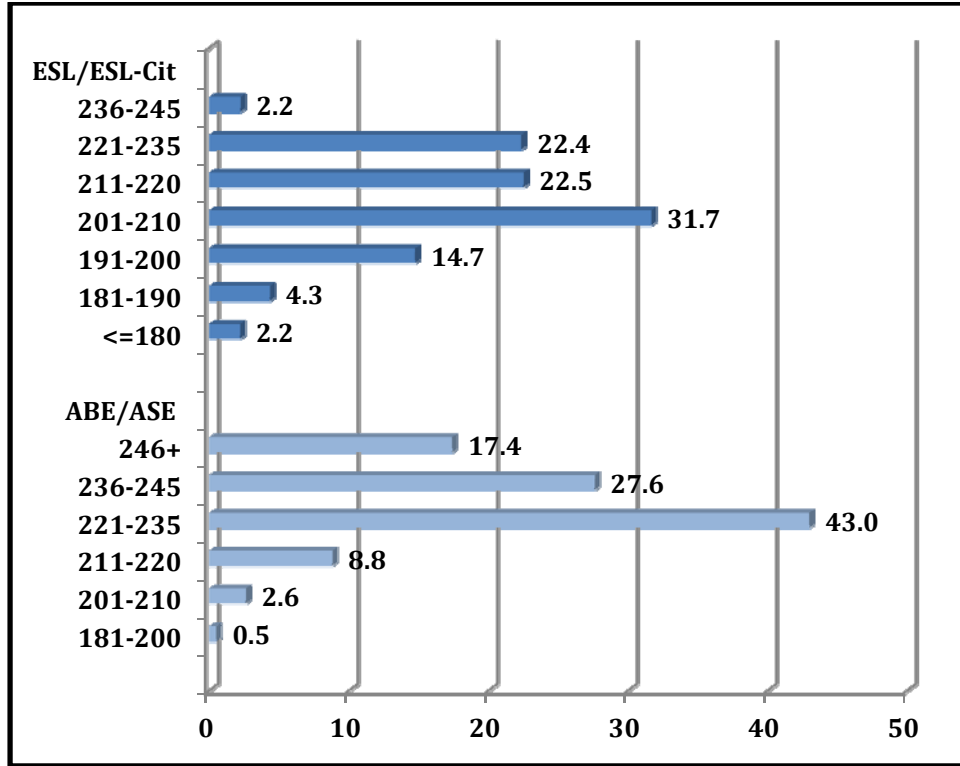


Chart 19: Percent Distribution by Scale Score Range of Innovation Programs' Participant Reading Pre-test Mean Scores – FY 2009-10 (Source: CASAS 2010)

ABE/ASE reading level 181-200 denotes beginning and pre-beginning literacy. Reading levels 201-210 and 211-220 reflect beginning and intermediate basic skills learners respectively while level 221-235 identifies the pre-GED/advanced basic skills learners. Level 236-245 is Adult Secondary Education, and the 246+ grouping identifies the advanced adult secondary learner including GED preparation.

The small numbers of learners involved in the ABE/ASE reading pre-test do not provide useful information other than to identify the reading level characteristics of the Innovation Programs ABE/ASE learners. The largest percentage (43.0 percent) was tested in the pre-GED/advanced basic skills level.

For the ESL/EL civics learners the data are more useful. A reading score level at or below 180 identify beginning literacy and pre-beginning ESL learners. The 181-200 reading score level identifies the low and high-beginning ESL CASAS instructional level. Levels 201-210 and 211-220 identify the low and high intermediate ESL learners while level 221-235 is the advanced ESL reading group. ESL learners with reading pretest scores of 236-245 are ready for Adult

Secondary Education. However, it is not unusual that they do not feel comfortable with their language skills and wish to receive more language training.

The ESL learners reading at the intermediate and advanced levels form the majority of the Innovation Programs participants (78.8 percent). This seems appropriate because the learning resources are often the most robust for these groups.

Listening Mean Scores

The ESL/ESL Citizenship listening scores fall into the same categories as the reading scores — levels at or below 180 and 181-200 are beginning/pre-beginning literacy ESL learners. Levels 201-210 and 211-220 are intermediate ESL learners while level 221-235 is the advanced ESL group. ESL learners with listening pretest scores of 236-245 are ready for Adult Secondary Education. (See Chart 20)

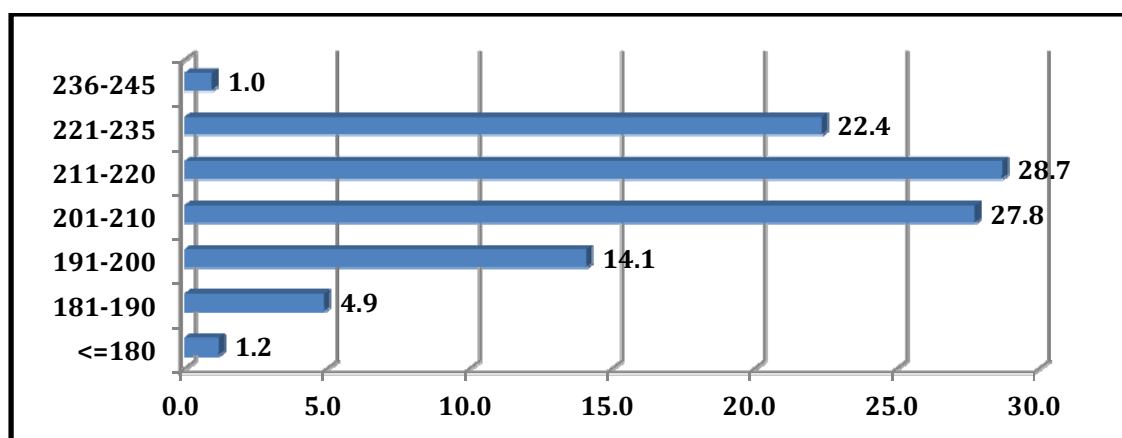


Chart 20: Percent Distribution by Scale Score Range of Innovation Programs’ Participant Listening Pre-test Mean Scores – FY 2009-10 (Source: CASAS 2010)

For all Innovation Programs the overall mean listening pre-test score for ESL learners was 210.8, the high end of the ESL beginning ESL intermediate score range. The ESL learners scored in listening at the intermediate and advanced levels and form the majority of the Innovation Programs participants (79.9 percent).

Reading Score Gains

CASAS has maintained a long history of research on reading gains. This research shows that learners testing 210 or below on the CASAS reading pre-test on average show greater than a seven point gain after 80-100 hours of instruction. Learners testing 211 or above on average show greater than a four point reading gain with 80-100 hours of instruction. The mean scores for each of the score ranges for both ABE/ASE and ESL/ESL Citizenship were above the expectancy level as identified above with the exception of the ESL/ESL Citizenship 236-245 group tested at the average when comparing the Innovation Programs with this longitudinal CASAS data.

Table 16 identifies the ABE/ASE and ESL/ESL reading gain scores over four years from 2006-07 to 2009-10. The ABE/ASE 211-220 scores show substantial gains, as do the ESL/ESL Citizenship scores in the <180, 181-190, and 191-200 ranges. This result has held up over all four years reported below. Only chance variations were observed in the individual mean reading scores across the four years for any given reading score range.

CASAS Reading Scoring Ranges				
ABE/ASE	2006-07	2007-08	2008-09	2009-10
< 200		--	--	--
201-210		--	--	14.9
211-220	8.5	10.0	11.4	8.1
221-235	6.0	7.0	6.3	6.7
236-245	4.6	3.8	4.6	5.2
ABE/ASE Overall	5.9	6.3	6.2	6.7

ESL/ESL-Cit	2006-07	2007-08	2008-09	2009-10
< 180	28.3	26.7	26.0	26.2
181-190	16.9	17.5	17.6	17.1
191-200	12.0	11.3	11.4	12.4
201-210	9.4	9.0	8.5	9.2
211-220	7.0	6.5	6.7	6.8
221-235	4.6	4.7	4.9	5.0
236-245	2.9	4.2	3.2	3.6
ESL/ESL-Cit Overall	9.3	9.2	8.9	8.8

Table 16: Distribution of CASAS Mean Reading Scale Scores by Reading Score Range for ABE/ASE and ESL/ESL Citizenship Participants in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 20010)

Charts 21 and 22 below graphically display the results over four years that are reported in Table 16 for both ABE/ASE and ESL/ESL Citizenship. Chart 21 displays the results for ABE/ASE and Chart 22 displays the results for ESL/ESL Citizenship.

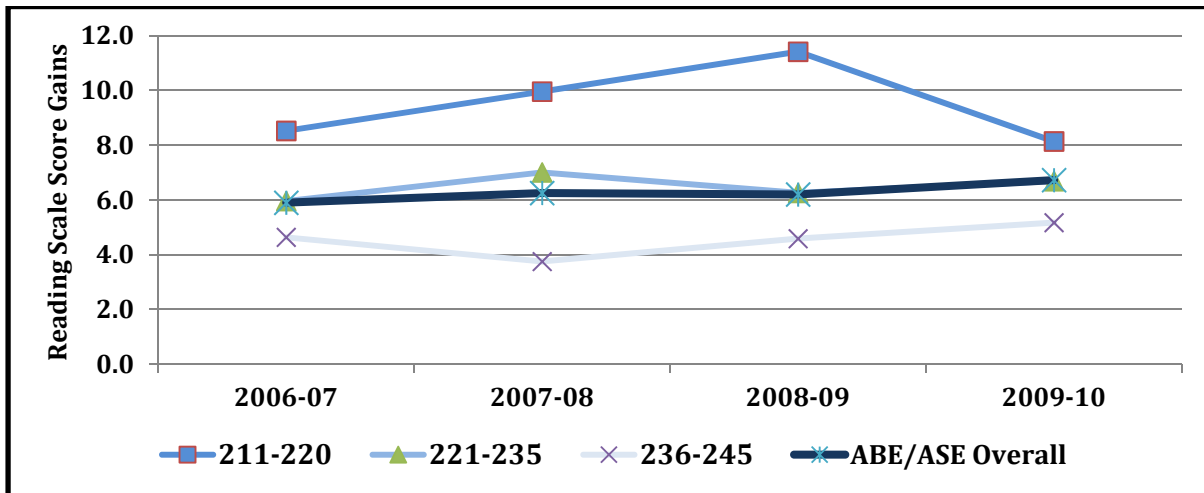


Chart 21: Reading Gains by CASAS Pre-Test Scale Score Levels for ABE and ASE in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 2010)

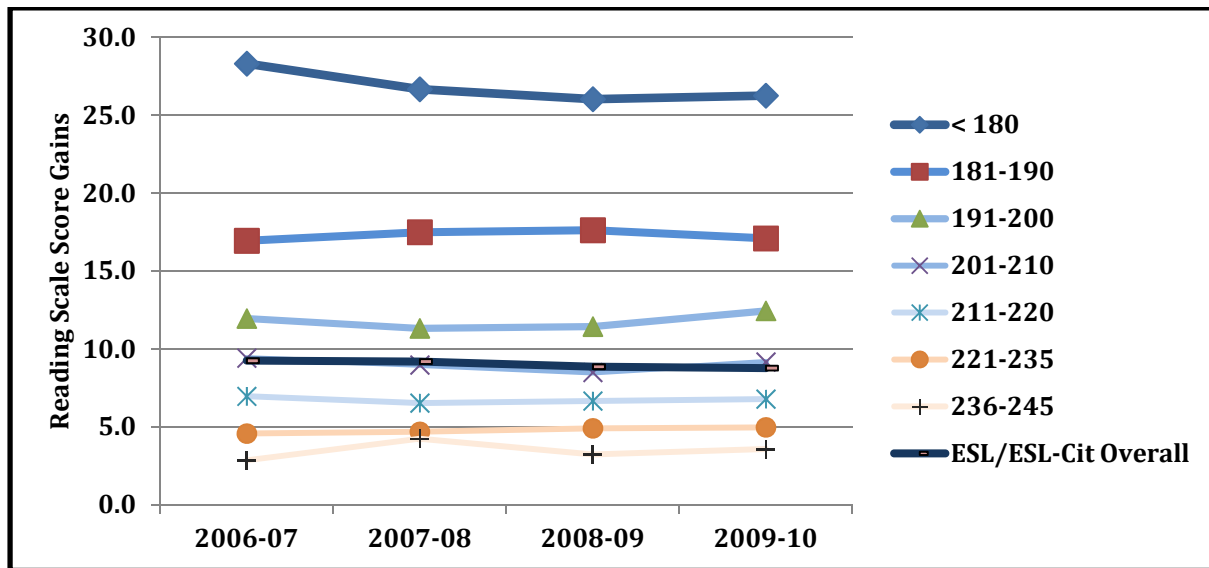


Chart 22: Reading Gains by CASAS Pre-Test Scale Score Levels for ESL/ESL Citizenship in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 2010)

Listening Gains

The same history of CASAS research shows that learners testing 210 or below on the CASAS listening test on average show five point gains after 80-100 hours of instruction. Learners testing 211 or above on average show three point reading gains with 80-100 hours of instruction.

Listening gains were highest with the lower level ESL/ESL Citizenship learner. (See Chart 23) All groups performed above average with exception of the higher groups. Participants scoring in the 211-220 range matched the historical average whereas those scoring in the 221-235 group performed slightly below average. Unlike the reading results which were relatively static across all score ranges for the four years, the results for listening were more dynamic at the lower score ranges of 181-191 and 191-200 which escalated over the last three years.

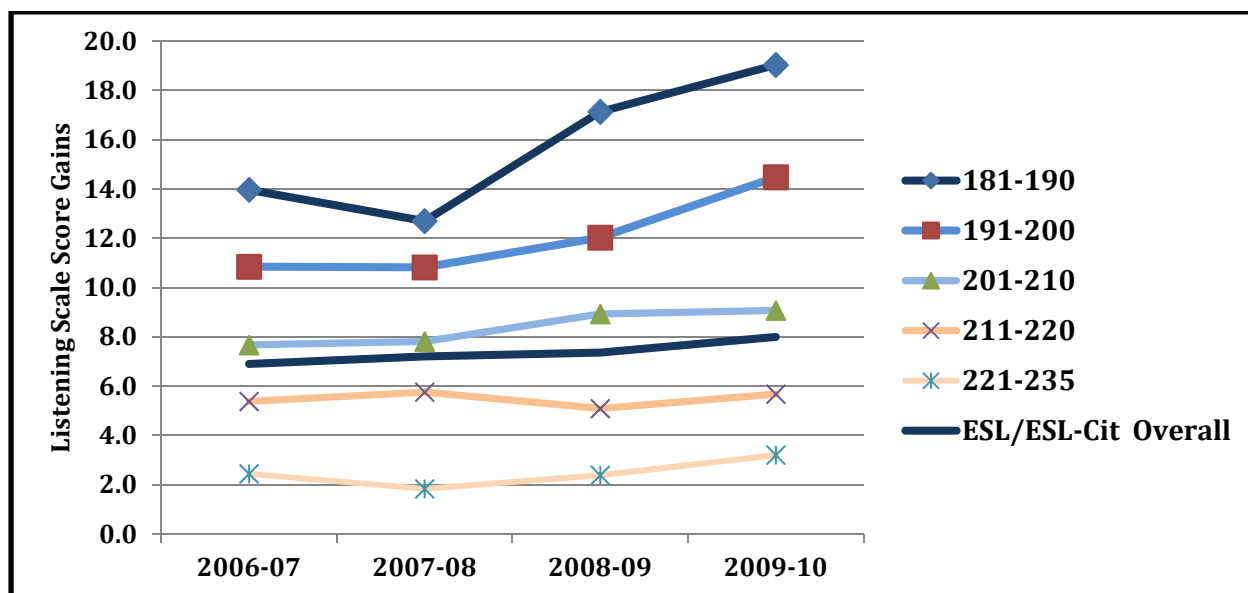


Chart 23: Innovation Programs' ESL/ESL Citizenship Participant Listening Score Mean Gains by CASAS Pre-Test Scale Scores Over Four Years 2006-07 to 2009-10 (Source: CASAS 2010)

Program Effectiveness and Student Persistence

In 2007, learner persistence became a California strategic focus to enhance adult education program improvement. In adult education, student persistence is often defined as the length of time that learners spend in active instruction. Another definition sees persistence as the learner staying engaged in some kind of formal learning structure even if not enrolled in specific adult education classes. Increasing persistence addresses methods to retain adult learners in programs long enough to significantly improve their learning skills — usually in the 80-100 hour range. CASAS defines persistence as completing a pre- and post- test, which usually equates to 70 hours or more of instruction.

Increasing persistence is very important for learners enrolled in ESL programs. A study of ESL learner gains in California over a four year period (Stiles 2004)^x showed CASAS reading test scores for ESL learners increased as the number of hours of instruction increased, although the actual gains in reading scores varied across years and program levels.

In 1999, research by Comings, Parella, and Scoicone defines persistence broadly as “adults staying in programs for as long as they can, engaging in self-directed study when they must drop out of their programs, and returning to programs as soon as the demands of their lives allow.”^{vii} The Comings *et al* contribution recognizes that adult learners’ lives and responsibilities make consistent participation in learning difficult over the approximately 80 hours often necessary to demonstrate learning gains. The study discusses several strategies to facilitate persistence, and elaborates at some length on self-study interventions. However, it does not dwell on the possible roles for distance learning. Distance learning may also provide a “bridge or link” so that students stay involved and keep learning during times when they are not able to attend traditional classroom programs.

There are some semantic and contextual difficulties with the ways the terms “student retention” and “student persistence” are applied. In some cases they are treated as having almost synonymous meanings. However, retention refers to keeping a learner enrolled long enough to show learning gains while persistence promotes flexibility allowing students to leave and return to learning somewhat seamlessly. Persistence refers to the strategies and compromises that

learners make to maintain participation in formal instruction — to persevere. Retention relates to institutional strategies while persistence refers to student strategies.

Distance learning is a viable instructional strategy to address both goals. From the analyst's perspective, the easiest way to increase student persistence data is to post-test more adult learners. Unfortunately, the foci in the persistence discussions address retention strategies to reduce student drop-out and to re-engage them when they "stop out." What is missing is a strong emphasis on systematically encouraging and introducing independent learning in curricular strategies including more emphasis on distance and alternative forms of instruction to serve as a bridge back and forth for students stopping out and as a way to encourage students to see their learning as continuous and not limited to one form of instruction.

Distance learning and interventions like hybrid and blended learning offer ways to make learning more convenient and accessible to many adult learners. They allow the student to continue learning when classroom or site-based attendance is difficult for multiple reasons. They should receive substantially more prominence as a significant intervention strategy. Up to now, they have often been overlooked for the most part, although more attention is now being put on blended and distance instruction.

From the distance learning perspective there is no need to "stop out" from learning if the reasons for the break in learning are not catastrophic in nature. Learning can continue through asynchronous distance lessons that place the learner in charge of the pace of instruction. Research data indicate that distance learning and blended learning can be quite effective in this regard as this report indicates.

Outcomes are usually measured in terms of instructional units completed successfully in distance learning and other non-traditional instruction learning. Increasing learning modality options should help improve student persistence. It should be the basis for providing instructional strategies that accommodate adults' multiple responsibilities impacting their continuing participation and access to learning services.

The Distance-Learning-Blended Model

In California adult education, the distance learning blended model has had a very specific description. It has referred to adult schools with Innovation Programs that offer simultaneous classroom and distance learning courses in which students can dual enroll.^{viii} The key considerations are that each course must have its own approved course outline, course number, assigned instructor, separate student roster, and distinctive and different full length course materials. The courses can share the same course outline (A22), meaning the courses cover the same designated competencies, but the course materials must be different, and each course has its own course number.

As a standard practice the distance learning portion of blended learning and distance-learning-only classes are based entirely on learner outcomes. For each unit or module of instruction there is a test or method to demonstrate mastery (usually at about 80 percent correct answers). When a unit of instruction is completed, approved hours of average daily attendance (ADA) are claimed. Any direct teacher contact time is included in the claimed hours, not claimed separately.

To a certain extent, the blended model is a 'ground up' design based on student requests for additional material to study on their own. This is especially the case for students in classes that meet less often. They desire to learn more rapidly than traditional classroom instruction allows.

The blended model has been used almost exclusively with adult education ESL courses, which have not involved elective or other credits towards a high school diploma. For example, it is the policy of the Los Angeles Unified School District Adult and Career Education (LAUSD) that a student can only earn course credits one time when he or she takes a distance learning course involving credits and also takes the classroom version of that course. Credits cannot be awarded twice when the student completes both courses, only once, no exceptions.

This means that a student, whether blended or distance learning only, can only be awarded hours of attendance one time per completed unit of a distance learning course. Once all of the units of a DL course have been completed, the student cannot retake those units and have hours claimed by a school. In a traditional ESL class, a student can retake the same class multiple times and hours can be claimed for each re-taking of the class without limit—assuming the student is appropriately placed in the course multiple times.

With the advent of “flex funding,” the distinction between distance and classroom has become less defined. More face-to-face classes are adding an online component included in the same course number and with the same curriculum. However, it has been difficult to gather data on new blended models since the reporting requirements in the education code are currently suspended.

The following charts (Charts 24 – 33) are based on data that California reports to the National Reporting System (NRS – WIA Title II). The data reflects 10,226 distance only learners and 14,232 blended learners except where indicated. They clearly demonstrate the utility of distance learning (a combination of blended and distance learning only) and in particular the role of blended learning in producing effective completion, reading, and listening gains. This is the fifth year that this data is being reported.

Chart 24 shows the four-year growth of distance learning enrollment reported in state programs, as well as total distance learners and distance learning only reported in the NRS. The Chart also shows the dramatic drop in enrollments with the implementation of legislatively mandated “flex funding”. Chart 25 shows the rates over four years of learners qualifying for inclusion in the WIA Title II Federal Tables from distance learning contrasted with regular classroom learning. Innovation Programs have a greater percentage of complete and accurate data sets compared to classroom learning; however these differences appear to be converging with the implementation “flex funding”.

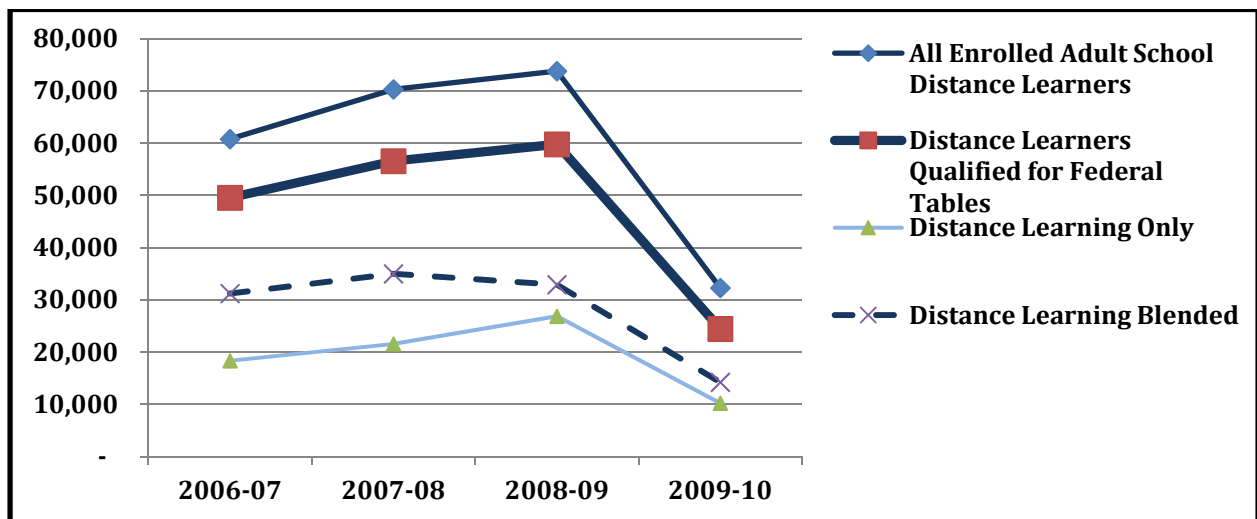


Chart 24: Four Years of Adult School WIA Title II Distance Learning Enrollments Participating in Innovation Programs 2006-07 to 2009-10 (Source: CASAS 2010)

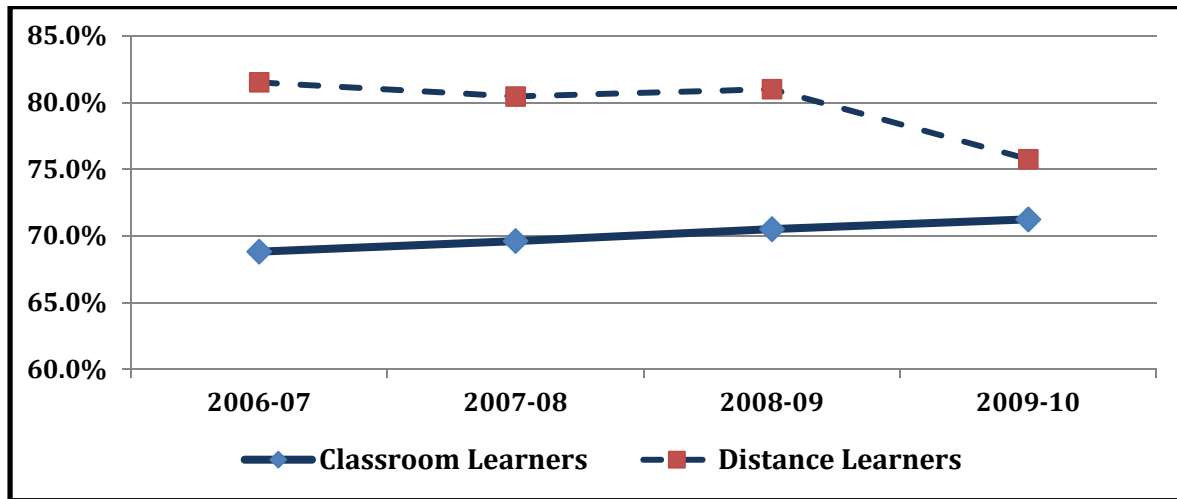


Chart 25: Rates of Qualifying for Federal Tables from 2006-07 to 2009-10 for Distance Learners Participating in the Innovation Programs and Classroom Learner Enrollments (Source: CASAS 2010)

ABE/ASE In Chart 26 the first three years of student persistence comparisons indicate blended distance learning performing better than classroom learning. However, in 2009-10 the differences between blended distance learning and classroom learning disappeared. Distance learning only students had the lowest persistence rates for the first three years, but more than doubled their rate recorded in 2008-09 to be comparable to the rates attained by classroom learning in 2008-09. This could be an artifact of the non-reporting option given in “flex funding” or diligence on the part of distance learning only instructors in pairing pre- and post-tests in a timely manner.

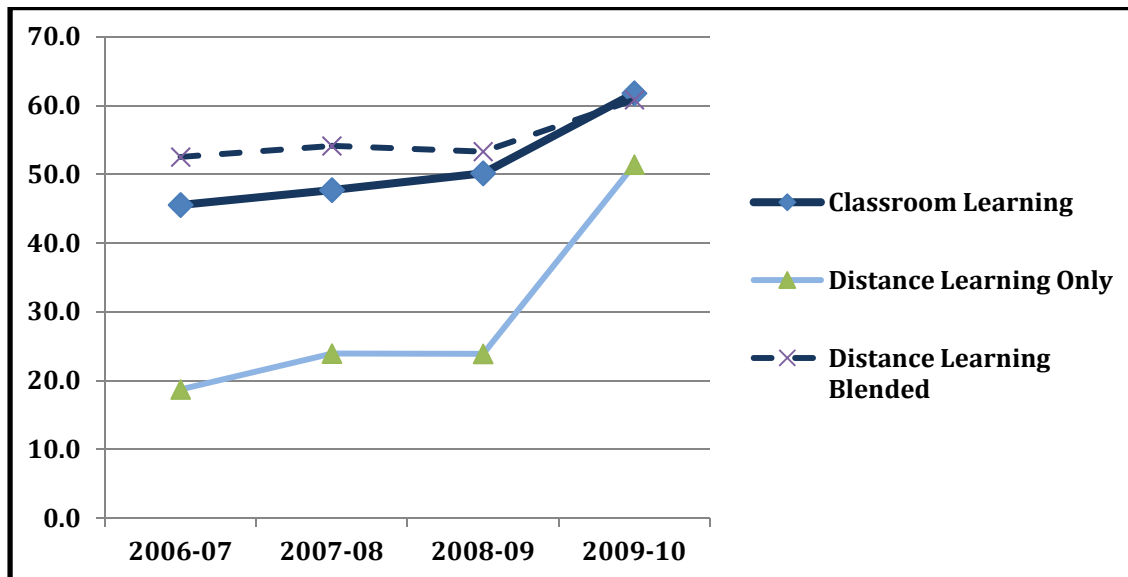


Chart 26: Persistence Percent Rates of CA WIA Title II ABE/ASE Distance Learners 2006–10 Participating in the Innovation Programs versus Classroom ABE/ASE Learners (Source: CASAS 2010)

Chart 27 displays the relative ABE/ASE NRS Functional Instructional Level completion rates over four years of the three instructional delivery modalities. Blended and classroom learning were the greatest and continued their parallel course of increasing rates of level completion

while distance learning only doubled their completion rates from prior years in 2009-10 to become more comparable to the rates achieved by the other two modalities. All learning interventions show increases in level completion over time.



Chart 27: Table 4 NRS Level Completion Percent Rates of ABE/ASE Distant Learners Participating in Innovation Programs 2006-10 versus Classroom CA WIA Title II ABE/ASE Learners (Source: CASAS 2010)

Blended learning continued to have significantly higher persistence rates over the past four years than either classroom learning or distance learning only. Obtaining complete data sets (pre- and post-test data) from learners in the distance learning only mode remains problematic. However, salient gains were made in 2008-09 and continued during 2009-10 to be comparable with the rates attained by classroom learning. As previously defined, persistence means that a student has completed a pre- and post- test, which usually equates to 70 hours or more of instruction.

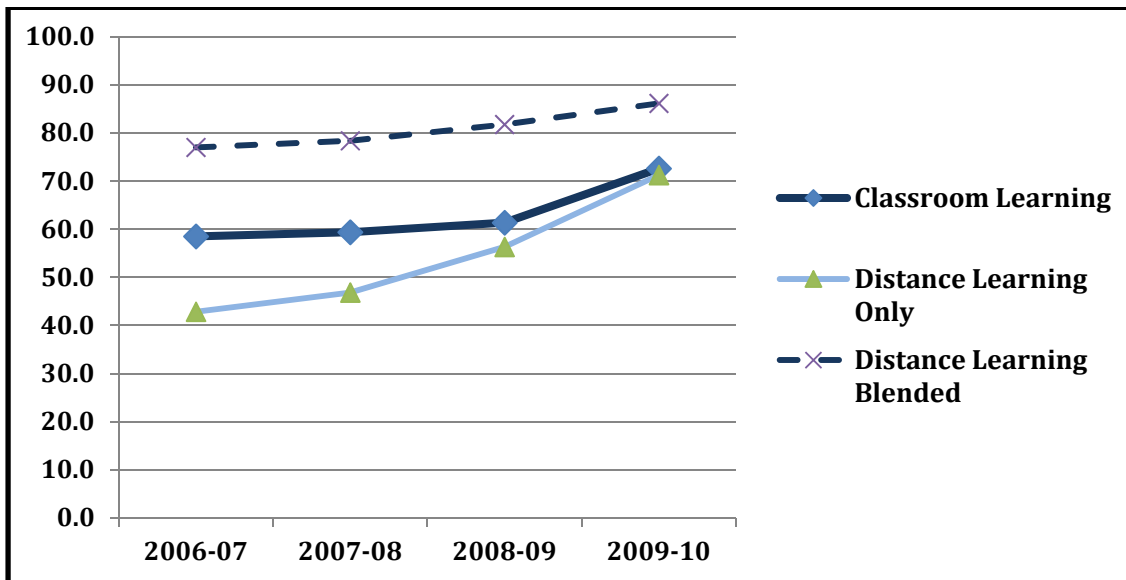


Chart 28: Persistence Percent Rates of CA WIA Title II ESL Learners Participating in Innovation Programs Versus Classroom Learners 2006-10 (Source: CASAS 2010)

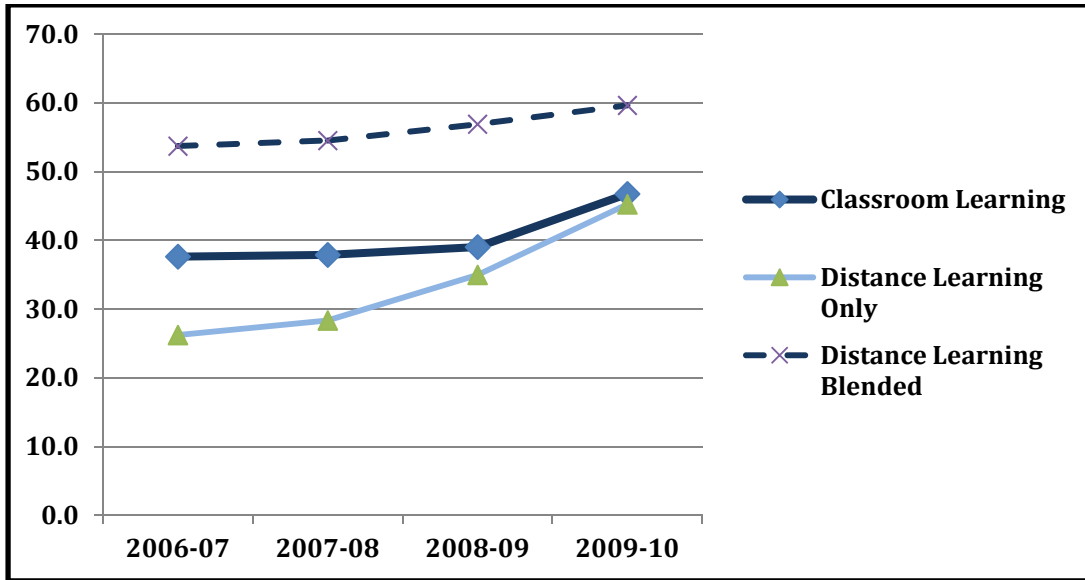


Chart 29: Federal Table 4 NRS Level Completion Percent Rates for 2006–10 of ESL Distance Learning Participants in Innovation Programs versus CA WIA Title II ESL Classroom Learners (Source: CASAS 2010)

As shown in Chart 30 blended learning shows higher parallel persistence rates with both classroom and distance learning only. Unlike the results found in 2008-09 where ESL low-beginning learners in all three instructional delivery modalities performed lower than expected, the results in 2009-10 for all three modalities were higher, more parallel, more in line with expectations, and more convergent than in the prior year. Although more convergent than in years past, results from the blended model of distance learning continue to surpass both classroom and distance learning only results.

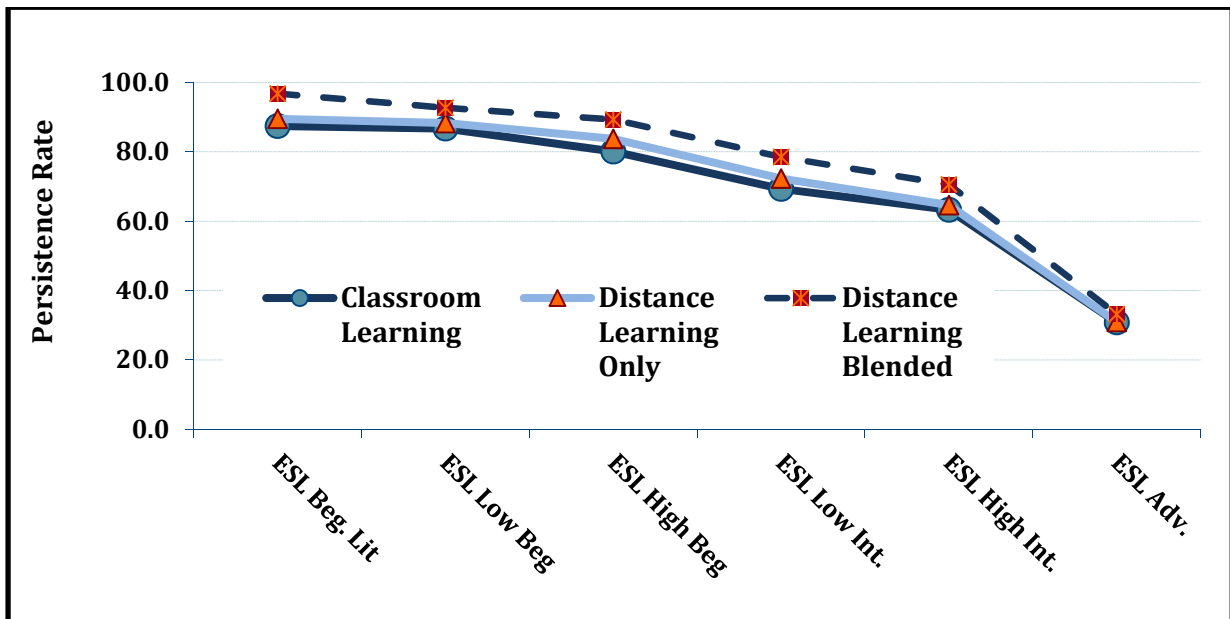


Chart 30: Persistence Percent Rates of ESL Distance Learners (Only and Blended) Participating in Innovation Programs Contrasted with Classroom Learners by Instructional Level 2008–10 (Source: CASAS 2010)

Completion rates for ESL beginning literacy, low-beginning, low-intermediate, and high-intermediate are impressive, especially for distance learning only. Chart 31 shows ESL blended

distance learning to have the highest completion rates across all six NRS Functional Instructional Levels. However the completion rates for classroom and distance learning only are higher, more convergent, and intertwined from the beginning literacy level through the intermediate levels than they were in prior years.

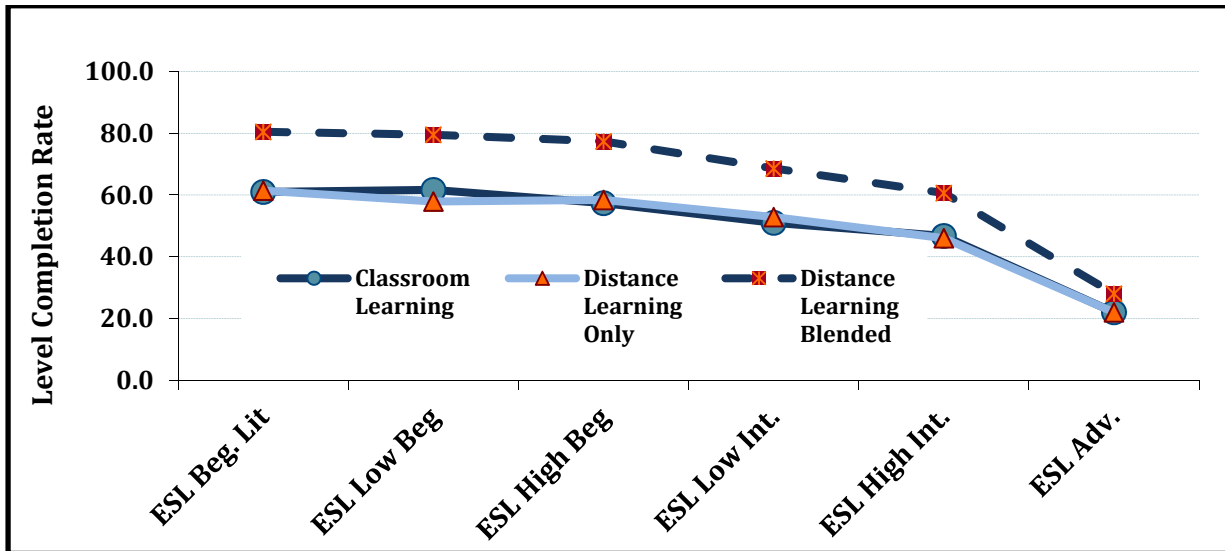


Chart 31: Completion Percent Rates by Instructional Level in Federal Table 4 of ESL Distance Learners Participating in Innovation Programs Contrasted with Classroom Learners – FY 2008–10 (Source: CASAS 2010)

Chart 32 shows a comparison of the reading gains for WIA II learners in 2009-10 for the two distance learning instructional delivery modalities with classroom instruction. Data in the chart

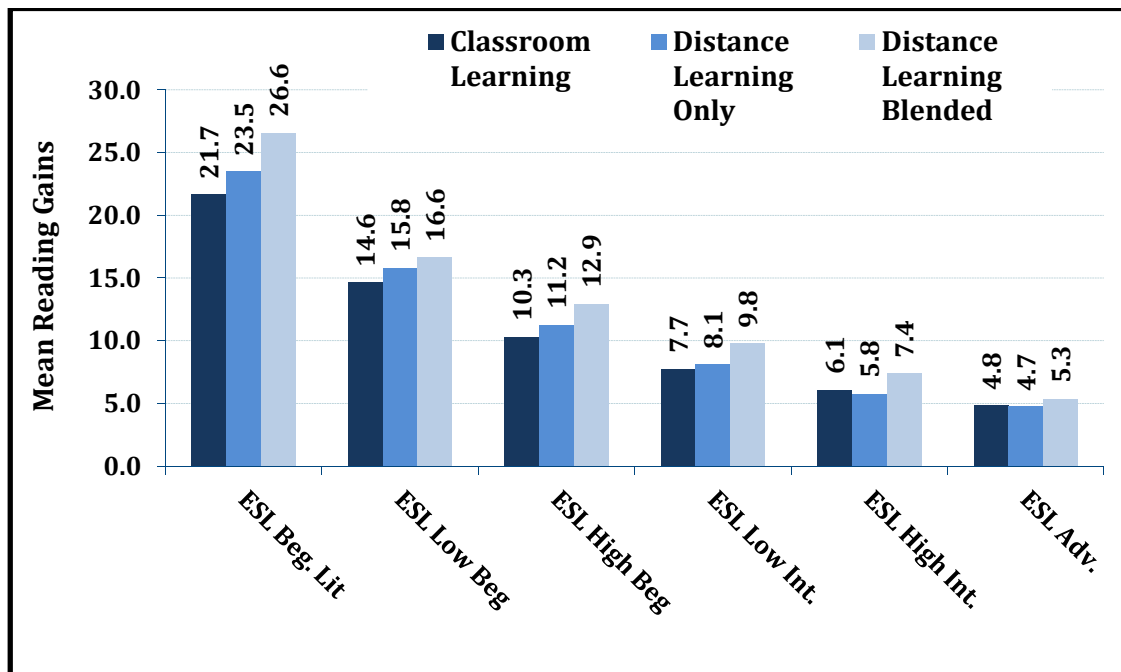


Chart 32: ESL Comparative Reading Gain Scores by NRS ESL Functional Instructional Levels for Classroom and Distance Learning (Only and Blended) 2009-10 (Source: CASAS 2010)

indicates that blended learning performed the best across all six NRS Functional Instructional Level followed by distance learning only through the Beginning Levels to the Intermediate and Advanced Levels where they became more comparable with the classroom learning modality.

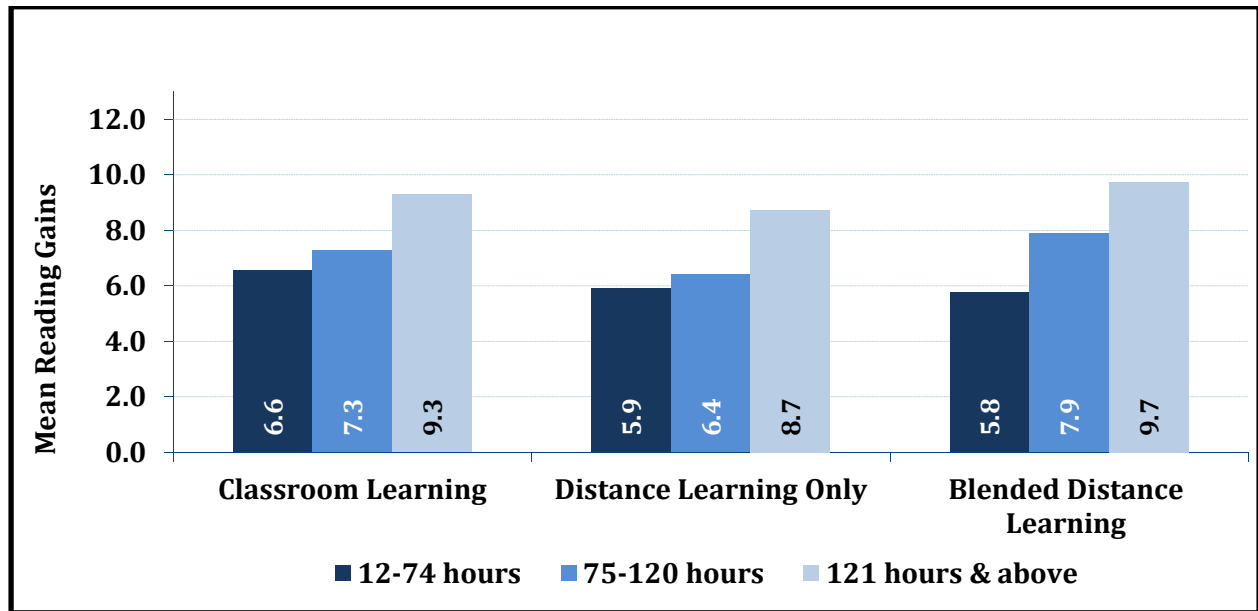


Chart 33: National Reporting System **ESL Level Reading Gains** by Hours of Instruction: ESL Distance Learners contrasted with ESL Regular Learners 2009-10 (Source: CASAS 2010)

Conclusions

Over the last 16 years, the California Innovation Program and distance learning have become well accepted and vital parts of Adult Basic Education. The data reported here indicates that the original goal of increasing access to learning opportunities continues to be addressed. The program has increased access to a variety of learners who would have a difficult time attending traditional in-classroom courses or who might not progress at the same rate in a traditional program.

The role of blended learning as an effective method to serve the Adult Basic Education student, especially the ESL student, is firmly documented. The researcher’s ability to examine and compare key outcomes data provides a better view of how distance learning only instruction performs in comparison to the classroom only and blended learning modes. Common sense tells us that the blended learning instruction, where two curricula are provided, and the resultant interventions are more substantive, would produce the best results.

Of special note, the distance learning only modality holds up very well compared with the other two modes of instruction when considering that “no instruction” would likely reveal a “zero” gain in reading and listening; whereas learners in the distance learning only continue to make gains independent of face-to-face instructional intervention and sometimes comparable to the results attained through regular classroom instruction. This finding has important statewide and national implications.

The Innovation Program Initiative continues to provide significant and meaningful alternatives for adults who:

- Need more practice of skills to achieve mastery
- Have work and family obligations that make attending a regular class time difficult
- Lack the full confidence to participate in a large classroom setting in front of other students
- Want the participation, assistance, and support of their families in their learning
- Live in locations without convenient access to traditional classes
- Live in areas where there is no space in traditional classes
- Learn more effectively from video, audio, and Web-based media when moving at their own pace
- Cannot access traditional classroom programs on a regular basis

When comparing classroom completion and persistence data within the Innovation Programs, it is clear that the distance learning programs, especially blended learning, are particularly successful in providing ESL learning opportunities. Local research data on student persistence and retention has supported these findings. The availability of engaging life skills instructional materials is, in all likelihood, a key factor.

The Innovation Programs continue to meet the three crucial benefit-cost criteria often used to evaluate the utility of a program intervention. They are:

Effectiveness — CASAS pre- post-test data indicate that the Innovation Programs' ESL program participants, on average, show substantial learning increases in reading and listening. Much of this is attributed to the results of the blended learning model. The ABE/ASE participants show learning gains consistent with historical data.

Efficiency — Participant and program cost data indicate that the Innovation Programs are cost effective. The programs would not be offered if they are not cost effective.

Equity — Reported years in school, primary language, reading and listening scores on entry, and ethnic data indicate that lower level, often hard-to-serve learners are the primary participants in the Innovation Programs.

This is the tenth year that similar research conclusions have been reached. However, they are now supported by a closer look at comparative classroom, blended learning, and distance learning only data. The Innovation Programs have followed the same accountability requirements as class-based apportionment programs. Over the past seven years the Innovation Programs have been successful in standardizing their reporting procedures, while still maintaining alternative instructional delivery methods. In this current year (2009–10) with “flex funding,” all Innovation Program students are encouraged rather than expected to be tracked in the TOPSpro system, and all programs are encouraged rather than required to use a standardized format for both program applications and annual evaluation. The prior mandated format made gathering of data and program monitoring more substantive and meaningful; whereas “flex funding” has possibly jeopardized this process.

CASAS pre- and post- reading and listening testing are not required for state programs, unless those agencies participate in the Workforce Investment Act Title II (WIA II) program. However, state-funded programs have been strongly encouraged to implement standardized testing. Pre- and post-testing are more difficult than in traditional classroom settings. The tests are not standardized for programs other than ESL, ABE, and GED/ASE. In the past, the Innovation

Program coordinators have noted that they collect more program documentation and learner progress information than do the classroom programs. However, this rich data provides the most detailed comparative examination of Adult Basic Education learning interventions that are available in the United States. It results from a statewide data system, standardized testing and assessment, and the foresight of California legislators to permit school districts to use distance learning as an instructional intervention.

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List of Charts:

Chart 1: Responses on the evaluation to a question about programs changes as a result of funding cuts (Source: Innovation Programs Evaluation 2009-10)	14
Chart 2: Enrollment/Participation in Innovation Programs from 2000 to 2010 (Source: CASAS 2010)	15
Chart 3: The Most Popular Instructional Delivery Modes Used in the Innovation Program Courses in FY 2009-10 (Source: 2009-10 Applications)	16
Chart 4: of Innovation Program Classes by Instructional Area (Source: Program Applications 2009-10)	17
Chart 5: Annual Percentage of Enrollment of Courses in Each of Four Program Areas from 2006-07 to 2009-10. (Source: 2006-10 Program Applications)	17
Chart 6: Distribution of Offered Student – Teacher Contact Methods (Source: 2009-10 Applications)	18
Chart 7: Percent Change in Innovation Programs Enrollments compared to 2000-01 Program Year For 2008-09 and 2009-10. (Source: CASAS 2010).....	20
Chart 8: Percent of Female Enrollments in Innovation Programs by Five Instructional Program Areas from 2007-08 to 2009-10. (Source: CASAS 2010)	22
Chart 9: Percent of Enrollment Distribution for Participant Ages in Innovative Programs in Each of Five Instructional Program Areas—2009-10 (Source: CASAS 2010)	23
Chart 10: Percent Distribution of Participant Ages in Innovation Program Over a Four Year Period--2006-07 to 2009-10. (Source: CASAS 2010)	23
Chart 11: Percent Distribution in Five Instructional Program Areas of Each Major Ethnic Cohort Enrollment for Innovation Programs—2009-10. (Source: CASAS 2010)	24
Chart 12: Percent Distribution of Years of Schooling for Innovation Participants by Five Instructional Program Areas--2009-10 (Source: CASAS 2010)	26
Chart 13: Percent of Program Enrollment for Innovation Program Participants with 12 or Fewer Years of Schooling in Four Instructional Program Areas (sans ESL) 2001–10 (Source: CASAS 2010)	26
Chart 14: Percent Distribution of Highest Degree for Participants in Innovation Programs by Five Instructional Programs Areas and Total Enrollment—2009-10 (Source: CASAS 2010)	28
Chart 15: Innovation Programs’ Participants Status by Instructional Program – FY 2009-10 (Source: CASAS 2010).....	31
Chart 16: Percent of Innovation Programs’ Learner Positive Status for Five Instructional Programs—2009-10. (Source: CASAS 2010)	31
Chart 17: Percent Total Positive Impact Innovation Program Had Over Past Four Years In Five Instructional Program Areas 2006–10 (Source: CASAS 2010)	32
Chart 18: Reported Percent of Innovation Programs’ Learner Work Related Outcomes—2009-10. (Source: CASAS 2010).....	32
Chart 19: Percent Distribution by Scale Score Range of Innovation Programs’ Participant Reading Pre-test Mean Scores – FY 2009-10 (Source: CASAS 2010)	34
Chart 20: Percent Distribution by Scale Score Range of Innovation Programs’ Participant Listening Pre-test Mean Scores – FY 2009-10 (Source: CASAS 2010)	35
Chart 21: Reading Gains by CASAS Pre-Test Scale Score Levels for ABE and ASE in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 2010)	36
Chart 22: Reading Gains by CASAS Pre-Test Scale Score Levels for ESL/ESL Citizenship in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 2010)	37
Chart 23: Innovation Programs’ ESL/ESL Citizenship Participant Listening Score Mean Gains by CASAS Pre-Test Scale Scores Over Four Years 2006-07 to 2009-10 (Source: CASAS 2010)	38
Chart 24: Four Years of Adult School WIA Title II Distance Learning Enrollments Participating in Innovation Programs 2006-07 to 2009-10 (Source: CASAS 2010)	40
Chart 25: Rates of Qualifying for Federal Tables from 2006-07 to 2009-10 for Distance Learners Participating in the Innovation Programs and Classroom Learner Enrollments (Source: CASAS 2010)	41
Chart 26: Persistence Percent Rates of CA WIA Title II ABE/ASE Distance Learners 2006–10 Participating in the Innovation Programs versus Classroom ABE/ASE Learners (Source: CASAS 2010).....	41
Chart 27: Table 4 NRS Level Completion Percent Rates of ABE/ASE Distant Learners Participating in Innovation Programs 2006-10 versus Classroom CA WIA Title II ABE/ASE Learners (Source: CASAS 2010).....	42
Chart 28: Persistence Percent Rates of CA WIA Title II ESL Learners Participating in Innovation Programs Versus Classroom Learners 2006–10 (Source: CASAS 2010)	42

Chart 29: Federal Table 4 NRS Level Completion Percent Rates for 2006–10 of ESL Distance Learning Participants in Innovation Programs versus CA WIA Title II ESL Classroom Learners (Source: CASAS 2010).....43

Chart 30: Persistence Percent Rates of ESL Distance Learners (Only and Blended) Participating in Innovation Programs Contrasted with Classroom Learners by Instructional Level 2008–10 (Source: CASAS 2010).43

Chart 31: Completion Percent Rates by Instructional Level in Federal Table 4 of ESL Distance Learners Participating in Innovation Programs Contrasted with Classroom Learners – FY 2008–10 (Source: CASAS 2010).....44

Chart 32: ESL Comparative Reading Gain Scores by NRS ESL Functional Instructional Levels for Classroom and Distance Learning (Only and Blended) 2009-10 (Source: CASAS 2010).....44

Chart 33: National Reporting System ESL Level Reading Gains by Hours of Instruction: ESL Distance Learners contrasted with ESL Regular Learners 2009-10 (Source: CASAS 2010)45

List of Tables:

Table 1: Ten Years of Innovative Program Participation in Five Program Areas. (Source CASAS 2010).....15

Table 2: Ten Years of Innovative Program Participation--Number and Annual Percent of Enrollment in Five Program Areas And Percent of 2009-10 Enrollment Loss From 2008-09. (Source CASAS 2010)19

Table 3: Number and Percent Enrollment Distribution of Innovative Programs for Five Instructional Program Areas 2007-08 to 2009-10. (Source CASAS 2010)21

Table 4: Gender of Students Enrolled in Innovation Programs for Five Program Areas—2007-08 to 2009-10. (Source: CASAS 2010)21

Table 5: Distribution of Learner Ages in Innovation Programs by Instructional Program Area for FY 2009-10 (Source: CASAS 2010)22

Table 6: Percent Distribution of Ethnicity Enrollments in Innovation Programs by Five Instructional Program Areas—2009-10. (Source: CASAS 2010)24

Table 7: The Percent Distribution of Primary Language Spoken by Innovation Programs’ Participants by Five Instructional Programs—2009-10. (Source: CASAS 2010)25

Table 8: The Years of Schooling Percent Distribution of Innovation Program Participants by Five Instructional Program Areas—2009-10 (Source: CASAS 2010)25

Table 9: Percent Distribution of Highest Degree for Participants in Innovation Programs for Five Instructional Program Areas and Total Enrollment-2009-10. (Source: CASAS 2010)27

Table 10: Adult Basic Education Instructional Level At Time of Entry Into Innovation Programs of ABE and ASE– FY 2009-10 (Source: CASAS 2010) NB ABE and ASE Instructional Level Upon Entry is Based on Pre-test Mean Results.....28

Table 11: ESL and ESL Citizenship Participants’ Instructional Level at Time of Program Entry for Innovation Programs 2009–10. (Source: CASAS 2010)29

Table 12: The Innovation Programs’ Participants Primary Reason for Enrolling in the Five Instruction Programs—2009-10 (Source: CASAS 2010)30

Table 13: Reported Innovation Programs’ Learner Personal Outcomes – FY 2009–10 (Source: CASAS 2010) 33

Table 14 Reported Innovation Programs’ Learner Community Outcomes – FY 2009-10 (Source: CASAS 2010)33

Table 15: Reported Innovation Programs’ Learner Educational Outcomes – FY 2009-10 (Source: CASAS 2010)33

Table 16: Distribution of CASAS Mean Reading Scale Scores by Reading Score Range for ABE/ASE and ESL/ESL Citizenship Participants in Innovation Programs 2006-07 to 2009-10. (Source: CASAS 20010)36

References

ⁱ The research papers can be found on the OTAN Project Web site under the online research documents. Click on Distance Education or go to

http://www.otan.us/browse/index.cfm?fuseaction=view_ft&catid=31483&recno=4478

ⁱⁱ In the fall of 2008 Assembly Bill 1163 was passed authorizing school districts to claim and expend up to five percent of their adult block entitlement for those innovation programs and more than five percent but no more than fifteen percent of its adult block entitlement if the program is approved by the Superintendent under the bill. The bill requires a school district to maintain specified accountability mechanisms for those programs, including maintaining documentation of the hours of student attendance required for apportionment purposes.

The legislation amended Education Code Section 52522. It includes a specific definition of distance learning as follows:

“Distance learning” means instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. Distance learning may include video or audio instruction in which the primary mode of communication between pupil and instructor is instructional television, video, telecourses, or any other instruction that relies on computer or communications technology.”

The authorization began in January 2009, but there is little indication that it changed the nature of program participation for the 2008–09 fiscal year.

ⁱⁱⁱ The research and data collection for this paper are funded by Federal P.L., 105-220, Section 223, from the Adult Education Office, Secondary, Postsecondary, and Adult Leadership Division, California Department of Education. However, the conclusions and opinions expressed do not necessarily represent the position of that department or the U.S. Department of Education.

^{iv} The Comprehensive Adult Student Assessment Systems (CASAS) is a nonprofit organization that “partners with a national consortium of state and local agencies to provide valid competency and standards-based assessment systems, research services, and professional development. CASAS also provides alternative high school credentialing options through the National External Diploma Program.” See <https://www.casas.org/home/index.cfm>.

^v This is due to the asynchronous nature of most instruction. Each learner interacts with the learning materials and the instructor on an individualized basis.

^{vi} Programs utilizing federal adult education funds must test all learners. Participants in state apportionment programs are not required to pre- and post-test learners using standardized tests, although it is strongly recommended.

^{vii} Comings, J.P. Parella ,A. & Socione, L., 1999. Persistence among Adult Basic Education students in pre-GED classes. National Center for the Study of Adult Learning and Literacy, Cambridge, MA., p.3. Retrieved June 7, 2010 from <http://www.ncsall.net/?id=29> - report 12.

^{viii} The enrollments are simultaneous in the sense that a student will enroll in either a classroom or a distance learning program and subsequently enroll in the other. Sometimes students enroll in distance learning because of a classroom waiting list but remain in the distance learning class even after they are admitted to a face-to-face class.