

The California Adult Education 2001 —
2003 Innovation and Alternative
Instructional Delivery Program

A Review

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The California Adult Education 2001 – 2003 Innovation and Alternative Instructional Delivery Program — A Review

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The Report

This report is the third in a series of annual working papers on the California Innovation and Alternative Instructional Delivery Program.^{1 2} The purpose is to provide current and comparative information on the implementation of EC 52522 and provide an overview of the adult education Innovation Program initiative.³

The Legislation

In 1993 the California legislature passed EC 52522 permitting the Superintendent of Public Instruction to approve adult school plans to spend up to 5% of their block entitlement on innovation and alternative instructional delivery. This authorization and the subsequent initiative are commonly known as the Innovation Program initiative.

Types of innovative programs identified in the legislation follow.⁴

1. Worksite adult basic education skills instruction.
2. Distance learning using video and other communication technologies.
3. Home-based and community-based independent study approaches using instructional technologies.
4. Tests of alternative reimbursement approaches other than average daily attendance to determine whether they are reasonable and feasible, to the extent that there is no decrease in the number of students served nor an increase in cost to the state.

Any adult school wishing to request authorization for the innovative programming submits an annual application to the California Dept. of Education. The application form is available on the CDE Adult Education Office website —

¹ The other research papers can be found on the California Distance Learning Project Web site at <http://www.cdiponline.org/fivepercent.html>

² We gratefully acknowledge the work of Jared Jacobsen of CASAS and Drs. Paul Porter and Richard Stiles, CDLP consultants, in the development of this paper.

³ The research and data collection for this paper are funded by the California Department of Education, Education Support Systems Division, Adult Education Office. However, the conclusions and opinions expressed do not necessarily represent the position or policy of the Department.

⁴ The worksite – workplace learning skills focus has proven unattractive to adult schools although this may be changing slightly, and the test of alternative reimbursement approaches poses very difficult policy and program issues. This leaves the distance learning and off-site instructional approaches as the primary focus.

www.cde.ca.gov/adulteducation. Authorized programs have been required to submit an annual report outlining budget information, student activities, learners served, accomplishments, the alternative instructional delivery design, ADA accounting procedures, and how the program is evaluated and continuously improved.

Current Uses

The Innovation Program initiative began in earnest in 1995. Almost all the approved innovative programs have fallen under the California Distance Learning Project's definition of distance learning. This means that several key requirements must be met. They are:

- 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 to unite teacher and learner and carry course content, and
- the control of the learning pace and frequency by student rather than distance instructor.⁵

The California Department of Education and the Distance Learning Project continue to stress the importance of the two-way communication. While some people equate distance education with impersonal self-directed learning, California adult education emphasizes the role of the instructor in providing the learning intervention.

The statewide Innovation Program has reached critical mass in terms of acceptance by the adult education field. In the spring of 2003 there are 67 adult schools that have been approved to operate Innovation Programs for the 2002 – 2003 fiscal year. This represents roughly 34% of adult schools large enough to reasonably consider the Innovation Programs option as part of their instructional strategies.

The remaining \pm 200 adult schools are too small to do much more than experiment with innovative activities because of the 5% cap. For example, an adult school with a cap of 100 ADA could allocate five ADA to the Innovation Program. It would serve about 30 to 35 learners.

Creating a special program for that small a group could be too time consuming and counter-productive. The smaller adult schools have little incentive to participate, which is unfortunate, because the opportunity to offer non-traditional learning opportunities could help address problems of distance, limited curricula, and oversight.⁶

The requested approvals totaled over \$23,600,000 with an approximate average of \$280,340. The range of approvals was from the Los Angeles Unified request of about \$10.5 million to Moreno Valley's \$1,889. The Los Angeles request represents roughly

⁵ This is due to the asynchronous nature of most instruction. Each learner interacts with the learning materials and the instructor on an individualized basis.

⁶ The Adult Education Office and the leadership programs have a priority to find new methods to serve the smaller programs.

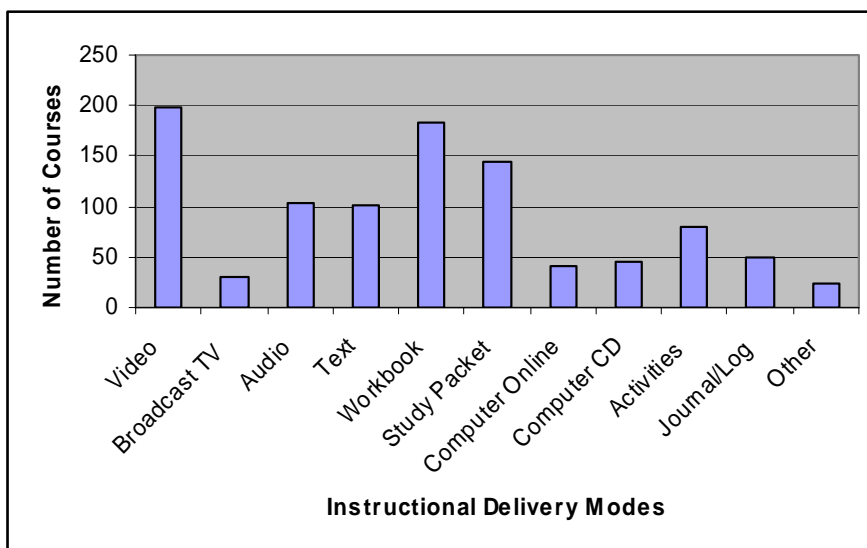
44% of the total. Remember that these funds come from the apportionment, they are not new funds.

Distribution by Instructional Media Delivery Type

Figure 1 summarizes the most popular innovative approaches approved for FY' 2002 – 2003. These numbers reflect multiple courses offered at some adult schools. Video checkout remains by far the most popular media used.

Figure 1

The Most Popular Instructional Delivery Modes Used in the Innovation Program Courses in FY' 2002 – 2003



Source: 2002–2003 Applications

The video and audio media normally are provided on a checkout basis with workbooks, study packets, work assignments, or activities included. Video based instructional delivery is used in about 79% of the approved courses.



The checkout model is flexible and easy to manage. The availability of pre-produced and school site produced videos are rapidly increasing making checkout a popular model.

The current use of the Internet as the primary instructional medium is growing modestly. We expect to see continuing increases in its use as the learning materials become integrated into course-length curricula and as instructors become comfortable using email and other communications tools.

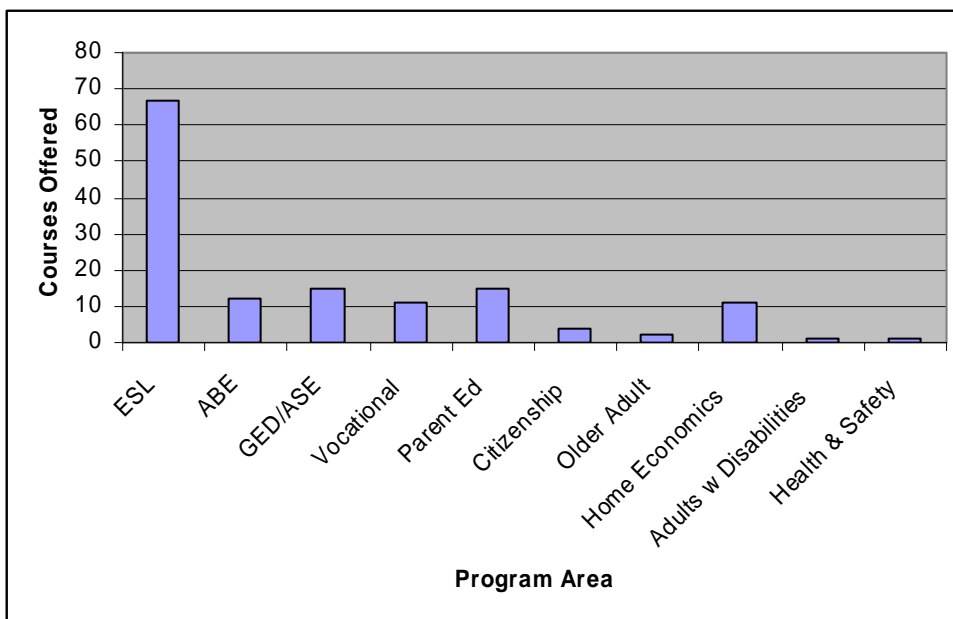
The “Other” category includes a mixed bag with “software to develop English and life skills” and mobile computer labs being the most prevalent.

Course Distribution by Instructional Areas

Innovation Programs are permitted to offer multiple courses. It is not unusual for an adult school to offer several levels of English as a Second language (ESL), an adult basic education course (ABE) as well as a parent education course. Figure 2 describes the fiscal year 2002 – 2003 distribution for the 10 areas of authorized instruction.⁷

Figure 2

Distribution of Innovation Program Courses by Instructional Area (FY' 2002–2003)



Source: 2002–2003 Applications

These data are based on approved courses not necessarily those actually offered. Later data (Table 1–A) show that ESL served the most learners in the previous program year.

Most of the adult high school subjects in fact are GED preparation. Few high school subjects are offered via the Innovation Program initiative. The Independent Study option often is considered more useful because it is not capped at 5%, although other rules apply.⁸

⁷ Figures 1 – 9 display data from FY' 2002 – 2003 applications. The tables in this report utilize data from FY' 2001 – 2002.

⁸ The CDLP expects to pilot test online ASE courses with a wide range of adult schools in the fall of 2003 and spring of 2004.

Estimated Cost Per Learner

There is a very wide range of local averages for cost per learner. Innovation Program applications show the estimated average cost per learner ranging from \$75 to \$1,241. The overall average is \$357.95, and the median is \$366.

Student – Teacher Contact

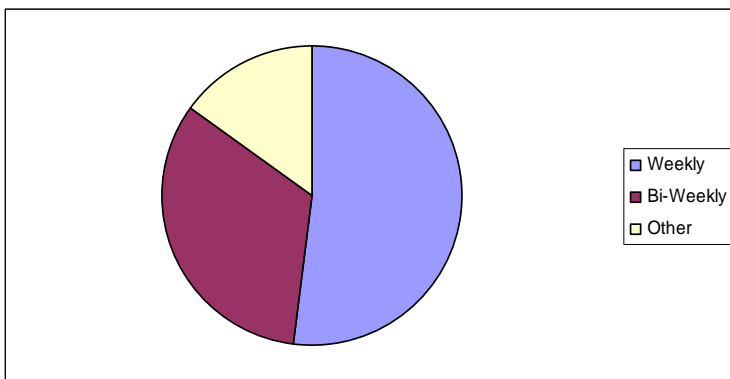
Learners and teachers are expected to maintain contact throughout the distance learning course. This contact can include presentation of instruction, tutoring, progress monitoring, advising, and explaining new assignments. The distribution among the primary methods follows.

General type of contact offered	Number of Courses
Face to Face	241
Teacher initiated (not face to face)	200
Student initiated (not face to face)	183

The approximate distribution for the face to face contacts is displayed in Figure 3.

Figure 3

Distribution of Face to Face Learner – Teacher Contacts (FY’ 2002–2003)



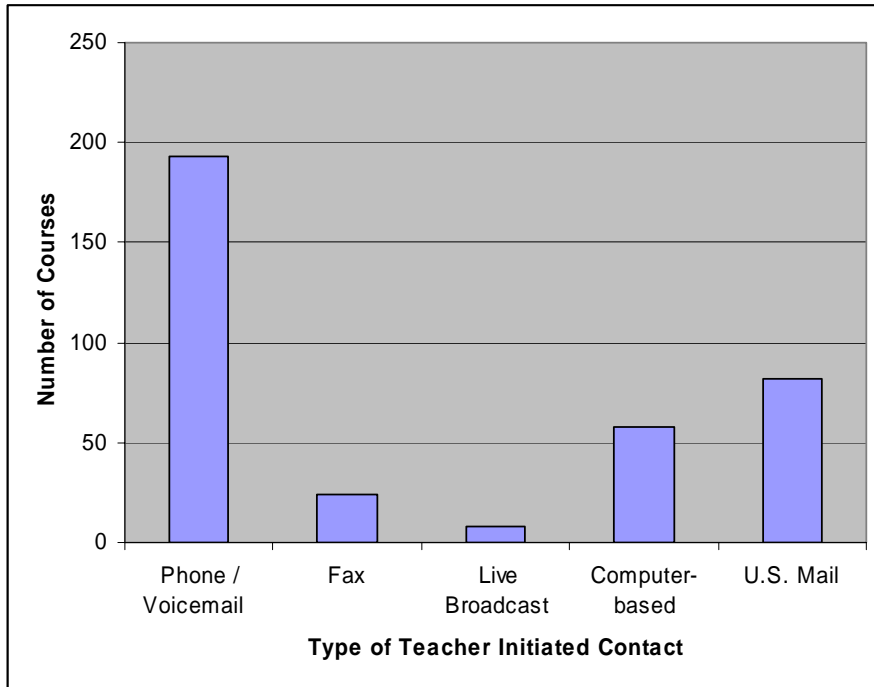
Source: 2002–2003 Applications

One hundred ninety seven courses required or offered face to face contacts of which 172 were scheduled weekly, 109 were biweekly, and 50 were scheduled on an as needed, drop-in, open office and when unit completion basis.

Not all Innovation Program learner – teacher contact can be face to face. Two figures display the distribution of types of teacher initiated and student initiated contact. The distribution of the remote teacher initiated contacts is set forth in Figure 4.

Figure 4

Distribution of Teacher Initiated Contacts by Course (FY' 2002–2003)



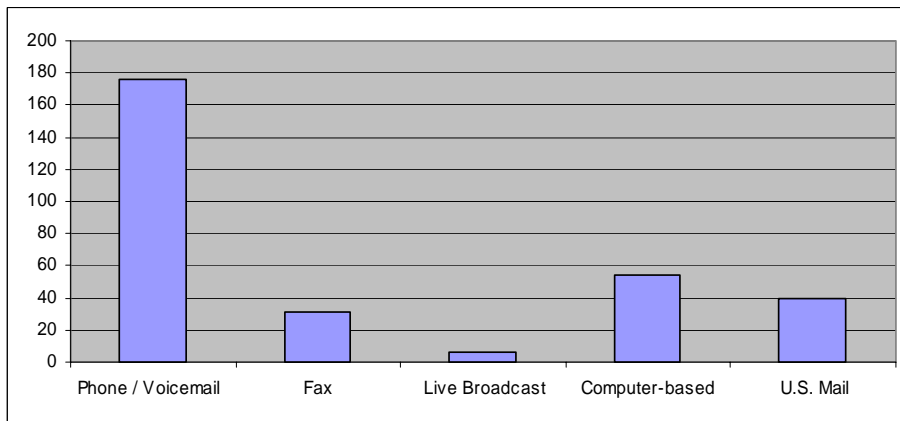
Source: 2002–2003 Applications

The computer based contact is email. This information has not been collected before. We will be interested to see how it changes over time.

Student initiated contacts are substantially different in three categories — phone, fax and U.S. mail (Figure 5). We would expect the computer based to be the same.

Figure 5

Distribution of Student Initiated Contacts by Course (FY' 2002–2003)



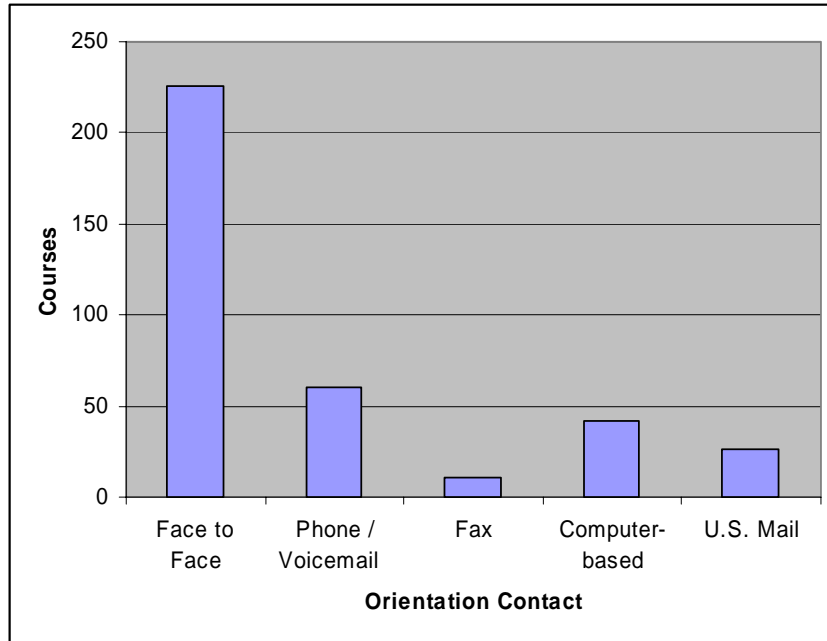
Source: 2002–2003 Applications

Monitoring Student Progress

Four key events are identified in measuring student progress — the initial orientation, the placement into a course, the pre – post testing, and the TOPSpro data entry. The following four figures (6 – 9) document how the contact occurs for each event.

Figure 6

Approaches to Learner Orientation by Course

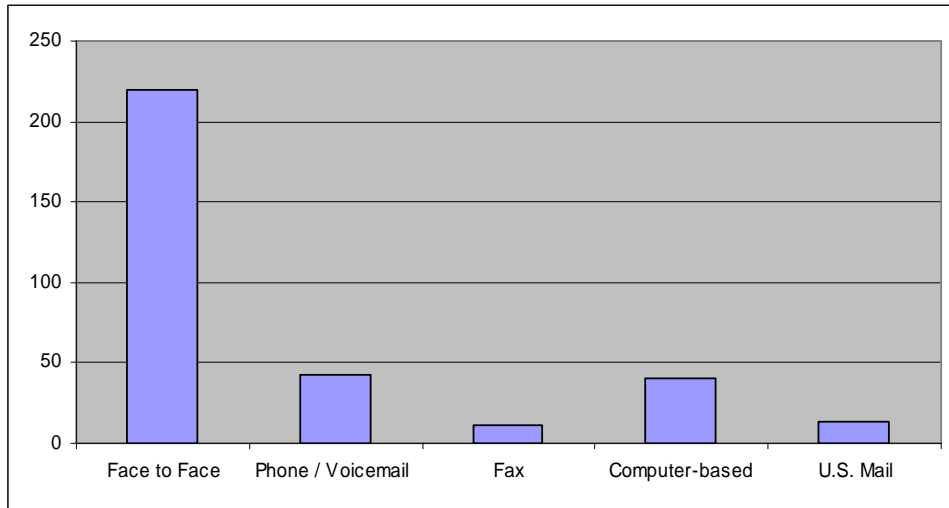


Source: 2002–2003 Applications

Face to face orientation on the distance learning courses was by far the most prevalent placement approach (Figure 7).

Figure 7

Approaches to Learner Placement by Course



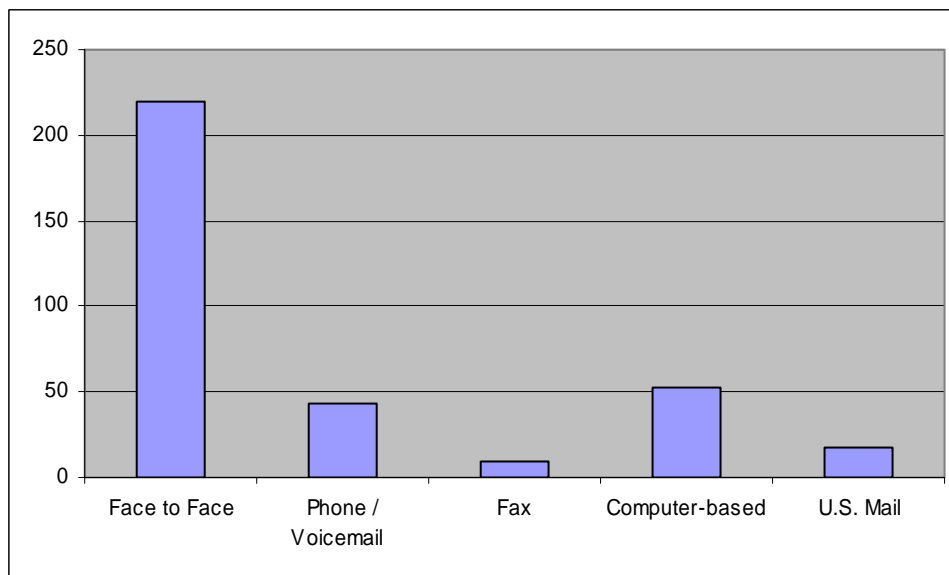
Source: 2002–2003 Applications

Voice mail (43) and computer based (40) placement were the next most common approaches used in placing learners into the proper course.

For pre and post testing the methods of communication are about the same as for the student placement with the use of the fax and computer being slightly greater (Figure 8).

Figure 8

Approaches to Learner Pre – Post Testing by Course



Source: 2002–2003 Applications

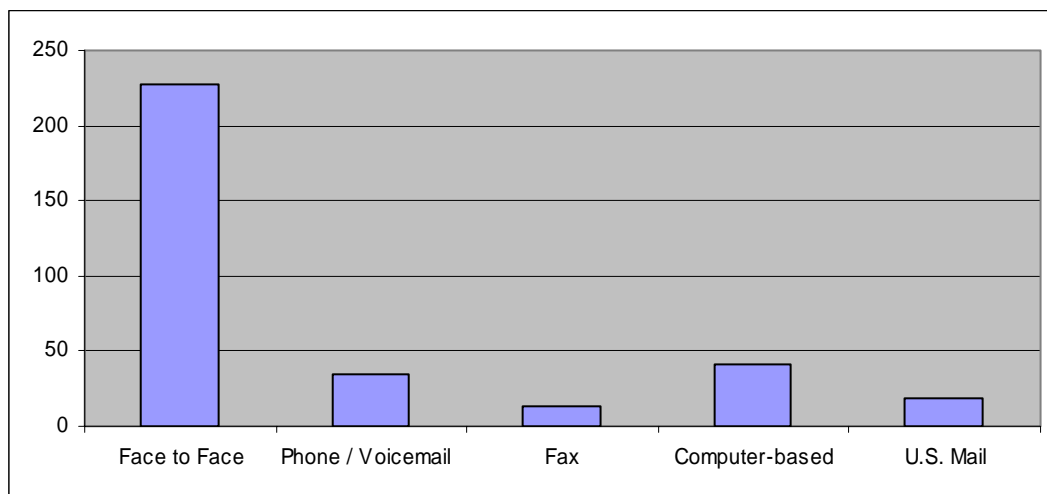
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Testing, especially post testing, is difficult in distance learning programs. The optimal approach is a proctored face to face setting. However, this cannot always occur. Currently other options like secure web sites and computer test facilities do not exist. This is an area that needs continued research and improvement. In the short run we cannot look to technological breakthroughs to assist us.

Innovation Programs use the Tracking of Programs and Students (TOPSpro) Entry and Update records. All adult schools are required to utilize these data elements as part of their apportionment related reporting. Figure 9 displays how the data are collected.

Figure 9

Approaches to TOPSpro Data Entry Data Collection by Course



Source: 2002–2003 Applications

Face to face data collection is used in 68% of the choices. However, this does not tell us the proportions of actual record entry. Our supposition is that the face to face method accounts for over 75% of the actual TOPSpro data collection.

Accountability

In the spring of 2000 the California Dept. of Education appointed an *ad hoc* work group to review the need for a more standardized approach in the annual application and the annual report. In May 2000 Innovation Program administrators met in Sacramento to identify elements that could be combined into a more uniform reporting system.

The outcome was a plan to integrate elements into the annual Innovation Program application form, to make it available interactively on the Internet, and to standardize the demographic data reporting based on the Tracking of Programs and Students (TOPSpro) Entry and Update records. All adult schools are required to utilize these data elements as part of their apportionment related reporting. The application gives the local Innovation Programs the ability to detail their unique aspects while providing consistent state-wide descriptive information. The online application was activated in July 2002. The annual performance reporting is available interactively via the Internet in the June of 2003.

2000 – 2001 Learner Statistics

The following tables are drawn from TOPSpro data collected by CASAS for fiscal year 2000 – 2001. 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.

Participation by Instructional Program

Over 93 (93.3%) percent of the learners recorded via TOPSpro participated in ESL programs. Adult secondary education / GED programs were a distant second (1.9%).

Table 1–A

Population Participating in Innovation Programs by Instructional Program (2001–2002)

Program	N	%
ABE	486	1.3
ESL	35,468	93.3
Citizenship	19	0.0
ASE/GED	714	1.9
Vocational Ed.	456	1.2
Adults w/Disabilities	96	0.3
Health & Safety	55	0.1
Home Economics	24	0.1
Parent Ed.	589	1.5
Older Adults	127	0.3
Total	38,034	100.0

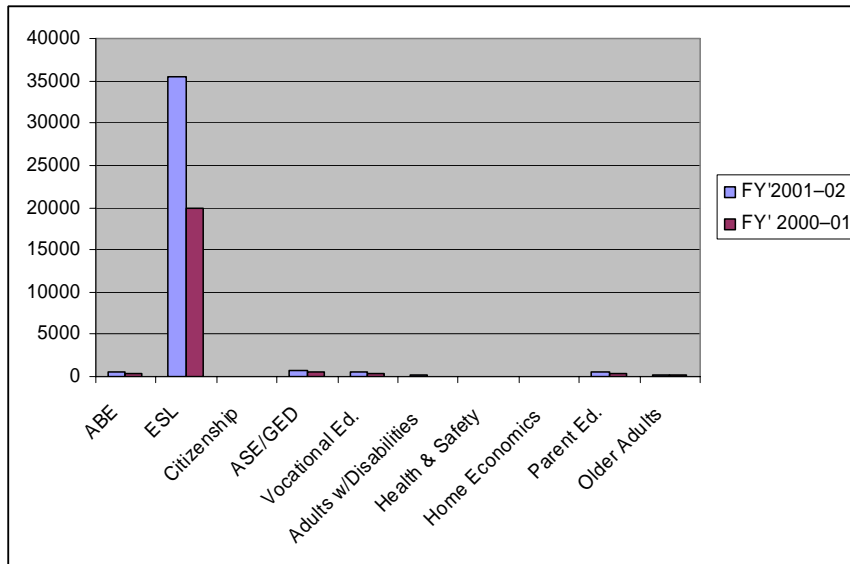
Source: CASAS 2002

The percent participation between the two program years is remarkably similar with over 90% of the learners participating in ESL. This reflects a documented increase of over 16,000 earners from the previous year as shown in Table 1–B.⁹

⁹ We can only speculate regarding the large increase in learners from the previous year. One reason is that the Innovation programs are becoming more efficient and skilled in offering their services to larger groups of students. Another possibility is that Innovation Programs are getting better at using TOPSPro for student documentation. While it is required, some programs have been slow to adopt its use.

Table 1–B

Comparison Population Participating in Innovation Programs by Instructional Program — Fiscal Year 2001–2002 vs. 2000–2001



Source: CASAS 2002 and CASAS 2001

The following table represents the program area distribution of all of the 2001 – 2002 adult school population less the Innovation Program participants

Table 1–C

Contrast of Innovation Program Participation Against Traditional Classroom Programs by Instructional Program (2001–2002)

Program	2001–02 Innovation Program Participants		2001–02 Traditional Classroom Participants		Proportional Differences %
	N	%	N	%	
ABE	486	1.3	54,848	5	-3.7
ESL	35,468	93.3	457,241	41.7	51.6
Citizenship	19	0	4,542	0.4	-0.4
ASE/GED	714	1.9	181,219	16.5	-14.6
Vocational Ed. Adults	456	1.2	160,309	14.6	-13.4
w/Disabilities	96	0.3	32,332	2.9	-2.6
Health & Safety	55	0.1	20,702	1.9	-1.8
Home Economics	24	0.1	17,879	1.6	-1.5
Parent Ed.	589	1.5	44,428	4	-2.5
Older Adults	127	0.3	125,062	11.4	-11.1
Total	38,034	100	1,098,562	100	0

Sources: CASAS 2002 and CASAS 2003

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Clearly the Innovation Programs tend to focus more on the needs of ESL students. This is partially due to the demand for ESL instruction, partially because of the multi-media resources available, and partially because programs like vocational education and older adults may not lend themselves to distance learning interventions. It has also been noted in reports from several projects that having videos available for ESL students presents an appealing way for them to repeat and review instruction in order to approach language mastery.

We assume that a fair portion of the adult secondary education (ASE) is provided via independent study.

Enrollment by Geographic Region

The Innovation Programs distribution by region is very uneven. Los Angeles County and the Los Angeles Unified School District, in particular, dominate the enrollment statistics with 75.7% of the participants residing in Los Angeles County.

Table 2

Innovation Programs Distribution by Region (2001–2002)

Geographic Region	N	%
Balance of State	2,838	7.5
Bay Area Region	3,946	10.4
Central Valley Region	403	1.1
LA Perimeter Region	1,555	4.1
Los Angeles County	28,775	75.7
San Diego Region	517	1.4
Total	38,034	100.0

Source: CASAS 2002

Distribution by Gender and Program

Women participated in far greater numbers than men (65.4% to 34.6%). The preponderance of women was even greater in the ABE (72%), parent education (86%), and older adult programs (71%). Men participated in larger numbers in the adults with disabilities program (57%), although the numbers were limited.

Table 3

Gender of Students Enrolled in Innovation Programs by Instructional Program (2001–2002)

Program	Female %	Male %	Total
ABE	72.3	27.7	483
ESL	65.1	34.9	35,077
Citizenship	78.9	21.1	19
ASE/GED	59.6	40.4	696
Vocational Ed. Adult w/ Disabilities	63.7	36.3	455
Health & Safety	43.2	56.8	95
Home Economics	81.8	18.2	55
Parent Ed.	91.7	8.3	24
Older Adults	86.2	13.8	578
	71.4	28.6	126
Total	65.4	34.6	37,608

Source: CASAS 2002

Participation by Age Group

Participation by age groups shows the 21–30 and 31–40 year old age groups being the largest cohorts with about the same percentage (30.2% and 29.6%). The third largest cohort was the 41–50 year olds at 17.6%. Over 14% of the participants were 51 years old or older.

Among the ESL learners, the largest program, the 21–30 and 31–40 age cohorts were quite similar in size (30.6% and 29.6%).

Table 4

Learner Age in Innovation Programs by Instructional Program (2001–2002)

Age	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
16-20	59	12.2	2,681	7.7	0	0.0	239	34.2	32	7.2	2	2.1
21-30	152	31.6	10,703	30.6	3	15.8	203	29.0	90	20.2	26	27.1
31-40	143	29.7	10,374	29.6	7	36.8	140	20.0	122	27.5	27	28.0
41-50	70	14.5	6,207	17.7	3	15.8	78	11.2	106	23.8	21	21.9
51-64	39	8.1	3,590	10.3	4	21.1	30	4.3	65	14.6	14	14.6
65+	19	3.9	1,448	4.1	2	10.5	9	1.3	30	6.7	6	6.3
Total	482	100.0	35,003	100.0	19	100.0	699	100.0	445	100.0	96	100.0

Age	Hlth. & Safety		Home Econ.		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
16-20	0	0.0	0	0.0	10	1.7	0	0.0	3,023	8.1
21-30	1	1.9	0	0.0	161	28.1	1	0.8	11,340	30.2
31-40	5	9.4	0	0.0	295	51.5	1	0.8	11,114	29.6
41-50	12	22.6	8	40.0	84	14.7	4	3.2	6,593	17.6
51-64	23	43.5	7	35.0	14	2.4	40	32.0	3,826	10.2
65+	12	22.6	5	25.0	9	1.6	79	63.2	1,619	4.3
Total	53	100.0	20	100.0	573	100.0	125	100.0	37,515	100.0

Source: CASAS 2002

Ethnicity by Instructional Program

Hispanics comprise 60.2% of the distance learning participants with Asians making up 21.3%. White non-Hispanics represented 7.7% of the participants while Native American and Native Alaskan learners made up 3.6% of the participants.

The absence of Black (non-Hispanic) learners participating in the Innovation Program (1%) is striking. The participation percentage is the about same as FY' 2000–2001 and 1999–2000.¹⁰

¹⁰ Data from the previous fiscal years are drawn from “A Review of the California 1999 — 2001 Innovation Program Initiative,” Dennis Porter, CDLP, March 2001. The report is available at <http://www.cdlponline.org/fivepercent.html>

Table 5
Innovation Programs' Learner Ethnicity by Instructional Program (2001–2002)

Ethnicity	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	57	11.9	2,328	6.7	0	0.0	123	18.4	104	23.3	60	62.5
Hispanic	286	59.4	21,235	61.2	18	94.7	370	55.3	173	38.8	16	16.7
Black (Non-Hispanic)	44	9.2	205	0.6	0	0.0	68	10.1	24	5.4	5	5.2
Asian	68	14.2	7,535	21.7	1	5.3	60	9.0	95	21.3	7	7.3
Pacific Islander	10	2.1	2,084	6.0	0	0.0	18	2.7	14	3.1	0	0.0
Filipino	6	1.3	81	0.2	0	0.0	15	2.2	19	4.3	7	7.3
Native American	6	1.3	1,215	3.5	0	0.0	15	2.2	9	2.0	1	1.0
Native Alaskan	3	0.6	32	0.1	0	0.0	1	0.1	8	1.8	0	0.0
Total	480	100.0	34,715	100.0	19	100.0	670	100.0	446	100.0	96	100.0

Ethnicity	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	3	5.7	13	54.2	114	20.5	68	53.6	2,870	7.7
Hispanic	6	11.3	6	25.0	275	49.4	11	8.7	22,396	60.2
Black (Non-Hispanic)	0	0.0	0	0.0	20	3.6	6	4.7	372	1.0
Asian	34	64.1	3	12.5	74	13.3	34	26.8	7,911	21.3
Pacific Islander	0	0.0	2	8.3	31	5.6	0	0.0	2,159	5.8
Filipino	8	15.1	0	0.0	1	0.2	4	3.1	141	0.4
Native American	2	3.8	0	0.0	41	7.4	0	0.0	1,289	3.5
Native Alaskan	0	0.0	0	0.0	0	0.0	4	3.1	48	0.1
Total	53	100.0	24	100.0	556	100.0	127	100.0	37,186	100.0

Source: CASAS 2002

The percentage of Hispanic participants decreased slightly from the previous year (63.6%) while the percent of Asian participants increased by 0.8%.

Innovation Program Participants' Primary Language

The large number of primary languages spoken by Innovation Programs participants is a clear indicator of participant diversity. Two-thirds (66.6%) of the participants reported speaking Spanish as their primary language. This is an increase of 0.5% from the previous year.

Chinese is a distant second at 7.2% (8.9% in the previous year), followed by Korean (4.9%) and English (3.3%).

Table 6

The Primary Language Spoken by Innovation Programs' Participants by Instructional Program (2001–2002)

Primary Language	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
English	94	20.0	388	1.1	0	0.0	231	34.5	153	34.8	76	80.9
Spanish	275	58.5	23,670	68.1	18	94.7	340	50.8	162	36.8	7	7.4
Vietnamese	7	1.5	1,631	4.7	0	0.0	7	1.0	15	3.4	1	1.1
Chinese	18	3.8	2,529	7.3	0	0.0	9	1.3	33	7.5	2	2.1
Hmong	1	0.2	43	0.1	0	0.0	0	0.0	1	0.2	0	0.0
Cambodian	1	0.2	60	0.2	0	0.0	2	0.3	2	0.5	0	0.0
Tagalog	1	0.2	84	0.2	0	0.0	5	0.7	16	3.6	5	5.3
Korean	10	2.1	1,775	5.1	0	0.0	10	1.5	7	1.6	0	0.0
Lao	1	0.2	33	0.1	0	0.0	2	0.3	0	0.0	0	0.0
Russian	11	2.3	958	2.8	0	0.0	12	1.8	3	0.7	0	0.0
Farsi	11	2.3	542	1.6	0	0.0	10	1.5	6	1.4	0	0.0
Other	41	8.7	3,030	8.7	1	5.3	42	6.3	42	9.5	3	3.2
Total	471	100.0	34,743	100.0	19	100.0	670	100.0	440	100.0	94	100.0

Primary Language	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
English	4	7.4	15	62.4	194	33.4	83	66.4	1,238	3.3
Spanish	8	14.8	6	25.0	288	49.8	6	4.8	24,780	66.6
Vietnamese	0	0.0	1	4.2	4	0.7	0	0.0	1,666	4.5
Chinese	20	37.0	1	4.2	47	8.1	9	7.2	2,668	7.2
Hmong	0	0.0	0	0.0	0	0.0	1	0.8	46	0.1
Cambodian	0	0.0	0	0.0	0	0.0	0	0.0	65	0.2
Tagalog	11	20.4	0	0.0	1	0.2	3	2.4	126	0.3
Korean	7	13.0	0	0.0	3	0.5	12	9.6	1,824	4.9
Lao	0	0.0	0	0.0	0	0.0	0	0.0	36	0.1
Russian	0	0.0	0	0.0	2	0.3	0	0.0	986	2.6
Farsi	0	0.0	0	0.0	6	1.0	4	3.2	579	1.6
Other	4	7.4	1	4.2	35	6.0	7	5.6	3,206	8.6
Total	54	100.0	24	100.0	580	100.0	125	100.0	37,220	100.0

Source: CASAS 2002

Years of Schooling

Over forty three percent (43.6%) of the learners reported having nine or less years of schooling at the time of enrollment (45.6% for the previous year). This suggests that the Innovation Programs continue to serve reach learners in need of adult education services. Further is suggests that lower level learners can, in the judgment of program operators, be effectively served by non-traditional interventions.

Table 7–A

Years of Schooling for Innovation Programs' Participants by Instructional Program (2001–2002)

Program	<=3Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	16	4.6	41	11.8	70	20.2	86	24.8
ESL	1,646	5.2	5,500	17.4	7,004	22.2	3,377	10.7
Citizenship	4	26.7	5	33.3	4	26.7	0	0.0
ASE/GED	7	1.2	32	5.6	118	20.8	264	46.6
Vocational Ed. Adults w/ Disabilities	5	1.3	22	5.8	36	9.4	41	10.8
Health & Safety	2	3.8	3	5.7	3	5.7	6	11.3
Home Economics	0	0.0	3	5.7	1	1.9	1	1.9
Parent Education	0	0.0	1	4.5	3	13.6	1	4.5
Older Adults	16	3.3	58	11.8	70	14.3	43	8.8
Older Adults	0	0.0	2	1.8	2	1.8	5	4.5
Total	1,696	5.0	5,667	16.9	7,311	21.7	3,824	11.4

Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	70	20.2	64	18.4	347	1.0
ESL	7,418	23.5	6,642	21.0	31,587	93.9
Citizenship	2	13.3	0	0.0	15	0.0
ASE/GED	70	12.3	76	13.4	567	1.7
Vocational Ed. Adults w/ Disabilities	164	43.0	113	29.7	381	1.1
Health & Safety	37	69.8	2	3.8	53	0.2
Home Economics	22	41.5	26	49.1	53	0.2
Parent Education	7	31.8	10	45.5	22	0.1
Older Adults	126	25.7	178	36.3	491	1.5
Older Adults	41	36.6	62	55.4	112	0.3
Total	7,957	23.7	7,173	21.3	33,628	100.0

Source: CASAS 2002

The following contrasting table represents all learners served traditionally by adult schools in FY' 2001 – 2002. Note that only 31.2% of the learners served had nine or fewer years of schooling. However, the ESL students with nine or fewer years of were greater in classroom based programs in the Innovation Programs (53.1% to 38.1%).

Table 7–B

Years of Schooling for Traditional Classroom Adult School Participants by Instructional Program (2001–2002)

Years of Education Program	<=3Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	1,063	2.5	2,229	5.3	7,947	18.7	17,586	41.4
ESL	23,708	6.3	80,227	21.4	95,024	25.3	40,457	10.8
Citizenship	235	6.4	924	25.1	762	20.7	401	10.9
ASE/GED	1,848	1.2	2,779	1.8	18,235	11.8	104,358	67.7
Vocational Ed. Adults w/ Disabilities	1,815	1.5	3,202	2.6	8,358	6.7	18,859	15.1
Health & Safety	1,308	7.2	907	5.0	1,273	7.0	1,564	8.6
Home Economics	189	1.5	385	3.1	340	2.7	548	4.4
Parent Education	224	1.7	330	2.5	517	3.9	694	5.2
Older Adults	753	2.5	1,575	5.3	1,907	6.4	2,835	9.5
	2,203	2.7	2,405	2.9	4,767	5.8	4,092	5.0
Total	33,346	3.9	94,963	11.1	139,130	16.2	191,394	22.3

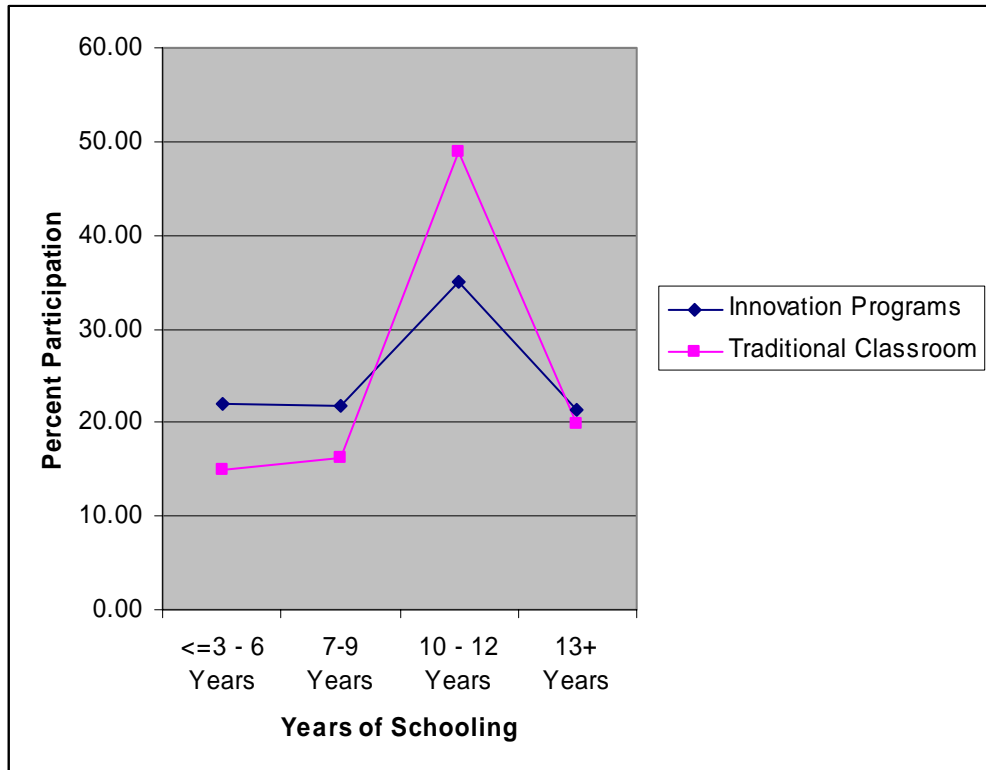
Years of Education Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	9,863	23.2	3,741	8.8	42,429	4.9
ESL	75,887	20.2	60,351	16.1	375,654	43.9
Citizenship	618	16.8	736	20.0	3,676	0.4
ASE/GED	22,035	14.3	4,826	3.1	154,081	18.0
Vocational Ed. Adults w/ Disabilities	54,106	43.3	38,664	30.9	125,004	14.6
Health & Safety	10,361	57.1	2,733	15.1	18,146	2.1
Home Economics	4,544	36.5	6,427	51.7	12,433	1.5
Parent Education	5,547	41.9	5,935	44.8	13,247	1.5
Older Adults	7,503	25.0	15,412	51.4	29,985	3.5
	38,107	46.2	30,951	37.5	82,525	9.6
Total	228,571	26.7	169,776	19.8	857,180	100.0

Source: CASAS 2003

Table 7–C displays the differences in participation between the Innovation Programs and the traditional classroom programs by previous years of schooling. The Innovation Programs are serving a less prepared learning population. This is due, in large part, to the overwhelming ESL focus in the Innovation Programs.

Table 7–C

Comparison of Years of Schooling for Innovation Programs and Traditional Classroom Adult School Participants (2001–2002)



Sources: CASAS 2002 and CASAS 2003

Highest Degree by Instructional Program

Over half (52.9%) the Innovation Programs' learners reported having no earned degrees at the time of enrollment — the same as in the previous year. Twenty five percent (24.8%) reported possessing a high school diploma or GED,¹¹ while 7.8% said they had a technical or associate of arts (AA) degrees. Eleven point seven percent (11.7%) of the learners reported having a college degree or some graduate study.

¹¹ In the previous reporting year 27.3% of the learners reported having earned a GED or high school diploma prior to enrollment.

Table 8–A

Highest Degree Earned by Innovation Program Participants in Instructional Programs (2001–2002)

Program	None		GED		HS Diploma		Technical		AA Degree	
	N	%	N	%	N	%	N	%	N	%
ABE	177	61.2	7	2.4	55	19.0	8	22.0	5	1.7
ESL	10,058	52.6	360	1.9	4,432	23.2	939	4.9	553	2.9
Citizenship	20	58.8	1	2.9	3	8.8	2	5.9	3	8.8
ASE/GED	395	78.5	9	1.8	53	10.5	13	2.6	6	1.2
Vocational Ed.	106	30.7	11	3.2	112	32.5	23	6.7	23	6.7
Adults w/ Disabilities	42	68.9	0	0.0	10	16.4	0	0.0	1	1.6
Health & Safety	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Home Economics	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Parent Education	177	56.2	4	1.3	40	12.7	14	4.4	14	4.4
Older Adults	33	23.9	1	0.7	51	37.0	7	5.1	12	8.7
Total	11,008	52.9	393	1.9	4,756	22.9	1,006	4.8	618	3.0

Program	4 Yr College		Grad Study		Other		Total	
	N	%	N	%	N	%	N	%
ABE	26	9.0	4	1.4	7	2.4	289	1.4
ESL	1,687	8.8	546	2.9	544	2.8	19,119	91.8
Citizenship	3	8.8	1	2.9	1	2.9	34	0.2
ASE/GED	13	2.6	4	0.8	10	2.0	503	2.4
Vocational Ed.	38	11.0	21	6.1	11	3.2	345	1.7
Adults w/ Disabilities	0	0.0	0	0.0	8	13.1	61	0.3
Health & Safety	0	0.0	0	0.0	0	0.0	1	0.0
Home Economics	0	0.0	1	100.0	0	0.0	1	0.0
Parent Education	45	14.3	18	5.7	3	1.0	315	1.5
Older Adults	17	12.3	16	11.6	1	0.7	138	0.7
Total	1,829	8.8	611	2.9	585	2.8	20,806	100.0

Source: CASAS 2002

The percentages of learners with no earned degrees are highest in ABE (61.2%), ESL (52.6%), and ASE/GED (78.5%).

These data also suggest that the Innovation Programs continue to reach learners most in need of adult education services. While this is a value judgment, an important goal of adult education is to reach learners needing literacy and basic education services.

The following table represents unduplicated counts of adult school learners served in the traditional classroom programs during the same program period.

Table 8–B

Highest Degree Earned by Traditional Classroom Learners By Instructional Program (2001–2002)

Highest Degree	None		GED		HS Diploma		Technical		AA Degree	
Program	N	%	N	%	N	%	N	%	N	%
ABE	30,512	69.4	1,210	2.8	8,129	18.5	1,059	2.4	565	1.3
ESL	234,287	59.7	7,354	1.9	88,384	22.5	13,290	3.4	8,061	2.1
Citizenship	2,631	66.9	46	1.2	595	15.2	95	2.4	89	2.3
ASE/GED	131,998	84.8	2,649	1.7	13,479	8.7	2,454	1.6	761	0.5
Vocational Ed.	30,006	23.5	7,281	5.7	52,320	41.2	7,058	5.5	9,343	7.3
Adults w/ Disabilities	12,283	53.9	209	0.9	7,266	31.8	199	0.9	415	1.8
Health & Safety	1,178	9.2	310	2.4	5,052	39.7	510	4.0	1,196	9.4
Home Economics	2,056	14.8	205	1.5	5,589	40.0	672	4.8	1,497	10.7
Parent Education	7,334	23.7	744	2.4	7,549	24.5	1,268	4.1	2,376	7.7
Older Adults	24,360	27.4	976	1.1	34,322	38.6	2,510	2.8	6,017	6.8
Total	476,645	53.4	20,984	2.4	222,685	24.9	29,115	3.3	30,320	3.4

Highest Degree	4 Yr College		Grad Study		Other		Total	
Program	N	%	N	%	N	%	N	%
ABE	1,142	2.6	473	1.1	826	1.9	43,916	4.9
ESL	23,261	5.9	9,139	2.3	8,673	2.2	392,449	44.0
Citizenship	283	7.2	116	3.0	71	1.8	3,926	0.4
ASE/GED	1,452	0.9	804	0.5	1,995	1.3	155,592	17.4
Vocational Ed.	12,448	9.8	6,258	4.9	2,738	2.1	127,452	14.3
Adults w/ Disabilities	809	3.5	290	1.3	1,352	5.9	22,823	2.6
Health & Safety	2,384	18.7	1,892	14.8	229	1.8	12,751	1.4
Home Economics	2,209	15.9	1,407	10.1	301	2.2	13,936	1.6
Parent Education	6,976	22.6	4,166	13.5	475	1.5	30,888	3.5
Older Adults	10,645	12.0	7,342	8.3	2,629	3.0	88,801	9.9
Total	61,609	6.9	31,887	3.6	19,289	2.2	892,534	100.0

Source: CASAS 2003

Here 53.4% of the learners had no earned degree — slightly more than the Innovation Programs (52.9%). Over 27% (27.3%) reported an earned high school diploma or GED and 6.7% said they had a technical or associate of arts degree. Over 12% (12.7%) reported having a four year college degree or greater.

ABE / ASE Instructional Level On Program Entry

Eleven percent (10.7%) of the adult basic education and adult secondary education learners were enrolled in beginning literacy or beginning adult basic education (10.3% in the previous year). Over 54% (54.1%) were enrolled in intermediate ABE instruction (66.4% in the previous year). Over thirty five percent (35.2%) were enrolled in adult high school subjects or GED as compared to 23.2% in the previous year.

The changes from the previous year are in GED/ASE. This reflects a change in focus from the previous years.

Table 9

Adult Basic Education Instructional Level of Innovation Programs' ABE and ASE Program Participants Upon Entry (2001–2002)¹²

Level Upon Entry	ABE		ASE		Total	
	N	%	N	%	N	%
Beg. Literacy	8	10.3	4	1.7	12	3.9
Beginning	7	9.0	14	6.1	21	6.8
Intermediate Low	15	19.2	14	6.1	29	9.4
Intermediate High	38	48.7	99	43.4	137	44.7
ASE Low	7	9.0	64	27.9	71	23.1
ASE High	3	3.8	34	14.8	37	12.1
Total	78	100.0	229	100.0	307	100.0

Based on pre-test means

Source: CASAS 2002

ESL and ESL–Citizenship Level On Program Entry

The hierarchy 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.¹³

Participation in the lower level programs (beginning low ESL and above) serves as another measure of whether the distance learning programs are reaching the hard to serve and / or the most in need of adult basic education services.

Beginning literacy and beginning ESL learners represented 23.9% of the students receiving English language instruction (21.7% in the previous year) while intermediate low learners represented 36.8%. These data reflect the statewide focus in lower level ESL instruction and continue to suggest, as do other tables, that distance learning can be used to reach learners once they demonstrate beginning literacy.

For example, these 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.

¹² ABE & ASE Instructional Level Upon Entry (based on pre–test means)

¹³ There remains a large group of learners unable to attend site based learning that could benefit from beginning ESL instruction. In our opinion the limited availability of adult appropriate multi–media learning materials is a partial reason why more beginning ESL learners are not targeted.

Language practice and drill types of activities often are a part of the beginning low instruction.

Those students in the Intermediate Low and above levels probably benefit the most from blended classroom and distance learning alternatives because of the improving quality of the available learning materials and the opportunity to incorporate life skills and higher-order thinking skills with the language acquisition instruction.

Table 10

ESL and ESL–Citizenship Instructional Level of Innovation Programs’ Participants Upon Entry (2001–2002)¹⁴

Level Upon Entry	ESL	
	N	%
Beg. Literacy	770	3.3
Beginning	4,886	20.6
Intermediate Low	8,695	36.8
Intermediate High	3,935	16.6
Adv. Low	4,716	19.9
Adv. High	668	2.8
Total	23,670	100.0

Based on pre–test means

Source: CASAS 2002

Primary Reasons for Enrollment

Improving basic skills and English skills account for almost 79% (78.6%) of the primary reasons learners reported for enrolling (67.4% in the previous year). Direct work related reasons (get a job and retain a job) make up 5.75 of the primary reasons for enrolling (12.2% in the previous year). However, improving skills probably have implications for work preparedness.

Basic skill improvement was most important for ABE learners (28.6%) and vocational education learners (31%). The high number of ABE learners citing the need to improve English skills suggests that many of them, in fact, are advanced ESL learners (42.9%). Improving English skills was the most important for ESL learners (67.3%). Family goals were the most important for learners in parent education (47.2%).

¹⁴ ESL & ESL–Citizenship Instructional Level Upon Entry (based on pre–test means)

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Table 11–A

The Innovation Programs' Participants Primary Reason for Enrolling in 2001 – 2002

Primary Reason	ABE		ESL		Citizenship		ASE /GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	139	28.6	5,069	14.3	1	5.3	131	18.3	141	31.0	76	79.2
Improve English Skills	209	42.9	23,813	67.3	6	31.6	108	15.1	26	5.7	1	1.0
ASE Diploma or GED	45	9.3	721	2.0	0	0.0	268	37.7	11	2.4	0	0.0
Get Job	9	1.9	1,571	4.4	0	0.0	12	1.7	101	22.1	0	0.0
Retain Job	1	0.2	456	1.3	0	0.0	6	0.8	8	1.8	0	0.0
Enter College or Training	4	0.8	331	0.9	0	0.0	11	1.5	12	2.6	0	0.0
Work-Based Project	1	0.2	111	0.3	0	0.0	5	0.7	26	5.7	0	0.0
Family Goal	2	0.4	509	1.4	0	0.0	7	1.0	7	1.5	0	0.0
U.S. Citizenship	0	0.0	358	1.0	8	42.0	2	0.3	1	0.2	0	0.0
Military	0	0.0	25	0.1	0	0.0	1	0.1	1	0.2	0	0.0
Personal Goal	31	6.4	1,702	4.8	3	15.8	59	8.3	79	17.3	15	15.6
None/ Not Identified	45	9.3	680	1.9	1	5.3	96	13.4	34	7.5	4	4.2
Other	0	0.0	122	0.3	0	0.0	8	1.1	9	2.0	0	0.0
Total	486	100.0	35,468	100.0	19	100.0	714	100.0	456	100.0	96	100.0

Primary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	6	10.9	4	16.7	71	12.1	34	26.8	5,672	14.9
Improve English Skills	0	0.0	0	0.0	29	4.9	9	7.1	24,201	63.7
ASE Diploma or GED	0	0.0	0	0.0	8	1.4	0	0.0	1,053	2.8
Get Job	0	0.0	0	0.0	5	0.8	0	0.0	1,698	4.5
Retain Job	0	0.0	0	0.0	2	0.3	1	0.8	474	1.2
Enter College or Training	0	0.0	0	0.0	0	0.0	0	0.0	358	0.9
Work-Based Project	0	0.0	0	0.0	0	0.0	0	0.0	143	0.4
Family Goal	2	3.6	4	16.7	278	47.2	0	0.0	809	2.1
U.S. Citizenship	0	0.0	0	0.0	0	0.0	0	0.0	369	1.0
Military	0	0.0	0	0.0	0	0.0	0	0.0	27	0.1
Personal Goal	45	81.9	7	29.2	175	29.7	69	54.3	2,185	5.7
None/ Not Identified	2	3.6	8	33.2	13	2.2	10	7.9	893	2.3
Other	0	0.0	1	4.2	8	1.4	4	3.1	152	0.4
Total	55	100.0	24	100.0	589	100.0	127	100.0	38,034	100.0

Source: CASAS 2002

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In contrast learners in classroom programs show a far lower overall focus on improving English skills (28.1%), a slightly higher interest in improving basic skills (18.7%) and a far greater interest in obtaining a high school diploma or GED (13.1% to 2.8% for Innovation Programs).

Table 11–B

The Traditional Classroom Programs' Participants Primary Reason for Enrolling in 2001 –2002

Primary Reason for Enrollment	ABE		ESL		Citizenship		ASE /GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	23,744	43.3	69,004	15.1	714	15.7	23,973	13.2	43,109	26.9	11,080	34.3
Improve English Skills	5,714	10.4	291,668	63.9	671	14.8	6,259	3.5	2,521	1.6	460	1.4
ASE Diploma or GED	11,648	21.2	7,988	1.7	63	1.4	119,041	65.7	4,993	3.1	141	0.4
Get Job	2,471	4.5	14,353	3.1	16	0.4	2,625	1.4	28,885	18.0	642	2.0
Retain Job	248	0.5	5,028	1.1	8	0.2	470	0.3	5,850	3.6	414	1.3
Enter College or Training	462	0.8	2,900	0.6	5	0.1	2,001	1.1	3,250	2.0	30	0.1
Work-Based Project	83	0.2	1,271	0.3	3	0.1	168	0.1	4,643	2.9	24	0.1
Family Goal	208	0.4	5,346	1.2	37	0.8	484	0.3	1,827	1.1	1,736	5.4
U.S. Citizenship	51	0.1	8,172	1.8	2,480	54.5	57	0.0	132	0.1	49	0.2
Military	41	0.1	159	0.0	4	0.1	387	0.2	102	0.1	3	0.0
Personal Goal	2,101	3.8	19,624	4.3	160	3.5	7,433	4.1	38,934	24.3	11,742	36.2
None/ Not Identified	7,572	13.8	29,944	6.5	351	7.7	16,106	8.9	21,090	13.2	5,077	15.7
Other	505	0.9	1,784	0.4	30	0.7	2,215	1.2	4,973	3.1	934	2.9
Total	54,848	100.0	457,241	100.0	4,542	100.0	181,219	100.0	160,309	100.0	32,332	100.0

Primary Reason for Enrollment	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	3,003	14.5	4,742	26.5	3,545	8.0	22,386	18.0	205,300	18.7
Improve English Skills	44	0.2	40	0.2	991	2.2	815	0.7	309,183	28.1
ASE Diploma or GED	84	0.4	17	0.1	223	0.5	148	0.1	144,346	13.1
Get Job	147	0.7	64	0.4	158	0.4	294	0.2	49,655	4.5
Retain Job	423	2.0	12	0.1	72	0.2	167	0.1	12,692	1.2
Enter College or Training	66	0.3	12	0.1	163	0.4	59	0.0	8,948	0.8
Work-Based Project	776	3.7	41	0.2	70	0.2	136	0.1	7,215	0.7
Family Goal	856	4.1	1,110	6.2	20,479	46.0	4,865	3.9	36,948	3.4
U.S. Citizenship	10	0.0	12	0.1	22	0.0	55	0.0	11,040	1.0
Military	24	0.1	5	0.0	12	0.0	54	0.0	791	0.1
Personal Goal	9,451	45.8	8,595	48.2	10,622	23.9	66,052	52.9	174,714	15.9
None/ Not Identified	4,572	22.1	2,529	14.0	6,605	14.9	21,660	17.3	115,506	10.5
Other	1,246	6.1	700	3.9	1,466	3.3	8,371	6.7	22,224	2.0
Total	20,702	100.0	17,879	100.0	44,428	100.0	125,062	100.0	1,098,562	100.0

Source: CASAS 2003

The Secondary Reason for Enrolling

Participants reported personal goals (30.2%), improving English skills (16.5%), and work related reasons (16.6%) as the important secondary reasons for enrolling along with improving basic skills (14.1%).

Table 12
Innovation Programs' Participants Secondary Reason for Enrolling (2001–2002)

Secondary Reason	ABE		ESL		Citizenship		ASE/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	36	7.4	5,171	14.6	3	15.8	55	7.7	63	13.8	3	3.1
Improve English Skills	34	7.0	6,136	17.3	6	31.5	40	5.6	16	3.5	0	0.0
ASE Diploma or GED	25	5.1	1,025	2.9	0	0.0	143	20.0	6	1.3	0	0.0
Get Job	22	4.5	4,232	11.9	0	0.0	57	8.0	76	16.7	1	1.0
Retain Job	15	3.1	1,775	5.0	0	0.0	11	1.5	18	3.9	56	58.4
Enter College or Training	8	1.6	1,015	2.9	0	0.0	85	11.9	24	5.3	0	0.0
Work-Based Project	2	0.4	270	0.8	0	0.0	1	0.1	19	4.2	0	0.0
Family Goal	7	1.4	1,600	4.5	1	5.3	10	1.4	16	3.5	1	1.0
U.S. Citizenship	1	0.2	810	2.3	2	10.5	12	1.7	3	0.7	0	0.0
Military	0	0.0	43	0.1	0	0.0	8	1.1	2	0.4	0	0.0
Personal Goal	119	24.5	10,850	30.5	4	21.1	98	13.7	136	29.8	20	20.8
None/ Not Identified	213	44.0	1,870	5.3	3	15.8	179	25.2	63	13.8	6	6.3
Other	4	0.8	671	1.9	0	0.0	15	2.1	14	3.1	9	9.4
Total	486	100.0	35,468	100.0	19	100.0	714	100.0	456	100.0	96	100.0

Secondary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	1	1.8	2	8.3	26	4.4	14	11.0	5,374	14.1
Improve English Skills	0	0.0	0	0.0	62	10.5	0	0.0	6,294	16.5
ASE Diploma or GED	0	0.0	0	0.0	2	0.3	1	0.8	1,202	3.2
Get Job	1	1.8	0	0.0	11	1.9	2	1.6	4,402	11.6
Retain Job	0	0.0	0	0.0	7	1.2	1	0.8	1,883	5.0
Enter College or Training	0	0.0	0	0.0	1	0.2	0	0.0	1,133	3.0
Work-Based Project	0	0.0	0	0.0	1	0.2	3	2.4	296	0.8
Family Goal	2	3.6	2	8.3	178	30.2	5	3.9	1,822	4.8
U.S. Citizenship	0	0.0	0	0.0	1	0.2	0	0.0	829	2.2
Military	0	0.0	0	0.0	0	0.0	0	0.0	53	0.1
Personal Goal	9	16.4	7	29.2	234	39.7	48	37.8	11,525	30.2
None/ Not Identified	2	3.6	8.0	33.4	25	4.2	30	23.6	2,399	6.3
Other	40	72.8	5	20.8	41	7.0	23	18.1	822	2.2
Total	55	100.0	24	100.0	589	100.0	127	100.0	38,034	100.0

Source: CASAS 2002

Learner Progress

Learners are monitored on their progress over the time of enrollment. Over one fourth of the ESL participants completed or moved to a more advanced course —23.2% compared to 25.6% in the previous year. However, 29.1% of the ESL enrollees were no shows or left before completion (28% in the previous year). This area still requires continual improvement in spite of the fact that the ESL learners enter and leave adult education according to life's circumstances.

Over 72% (72.6%) of the ABE learners remained at the same level. There are multiple reasons for remaining at the same level including recent enrollment at the time of testing.

Adult secondary education / GED, vocational education, and parent education learners completed or advanced 13.5%, 23.4%, and 15.9% respectively.

Table 13–A

Innovation Programs' Participants Progress by Program (2001–2002)

Program	Retained at Same Level		Completed & Moved Up		Left Before Completion		Left After Completion		No Show or < 12 hrs		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	295	72.6	6	1.5	45	11.1	28	6.9	32	7.9	406	100.0
ESL	12,970	40.2	7,458	23.2	6,119	19.0	2,400	7.5	3,247	10.1	32,194	100.0
Citizenship	9	100.0	0	0.0	0	0.0	0	0.0	0	0.0	9	100.0
ASE/GED	291	49.0	80	13.5	98	16.5	78	13.2	46	7.8	593	100.0
Vocational Education	146	35.5	96	23.4	76	18.5	46	11.2	47	11.4	411	100.0
Adults w/ Disabilities	71	75.5	1	1.1	12	12.8	0	0.0	10	10.6	94	100.0
Health & Safety	24	46.2	2	3.8	18	34.6	1	1.9	7	13.5	52	100.0
Home Economics	8	38.1	2	9.5	2	9.5	6	28.6	3	14.3	21	100.0
Parent Ed.	296	53.1	89	15.9	69	12.4	81	14.5	23	4.1	558	100.0
Older Adults	36	30.0	34	28.3	8	6.7	12	10.0	30	25.0	120	100.0

Source: CASAS 2002

Participant progress is a key indicator of the impact of the service delivery. The traditional classroom programs had far greater success with ABE learner completion and leaving after completion than the Innovation Programs (16.6% to 8.4%). However, the Innovation Programs had fewer “no shows” than the traditional programs (7.9% to 22.3%) suggesting a better overall learner retention.

ESL data indicate that 30.7% of the Innovation Program participants completed or left after completion in contrast of 18.7% for the classroom programs. There also were fewer no shows in the ESL Innovation Programs (10.1% to 16.6%).

Table 13–B

Traditional Classroom Programs' Participants Progress by Program (2001–2002)

Program	Retained at Same Level		Completed & Moved Up		Left Before Completion		Left After Completion		No Show or < 12 hrs		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	14,975	35.3	2,966	7.0	10,910	25.8	4,052	9.6	9,435	22.3	42,338	100.0
ESL	147,111	37.5	55,949	14.3	106,293	27.2	17,063	4.4	64,996	16.6	391,412	100.0
Citizenship	1,614	44.9	210	5.9	695	19.4	437	12.2	631	17.6	3,587	100.0
ASE/GED	39,190	26.7	14,121	9.6	36,308	24.9	26,211	17.9	30,616	20.9	146,446	100.0
Vocational Education	34,071	25.5	30,287	22.7	22,073	16.5	23,436	17.5	23,729	17.8	133,596	100.0
Adults w/ Disabilities	20,828	73.1	1,122	3.9	3,572	12.5	733	2.6	2,246	7.9	28,501	100.0
Health & Safety	4,059	28.4	2,642	18.5	1,020	7.1	3,113	21.8	3,451	24.2	14,285	100.0
Home Economics	8,813	56.1	2,573	16.4	1,919	12.2	656	4.2	1,737	11.1	15,698	100.0
Parent Ed.	12,678	35.9	8,927	25.3	4,265	12.1	4,777	13.5	4,674	13.2	35,321	100.0
Older Adults	64,306	60.0	13,135	12.2	13,554	12.6	3,594	3.3	12,818	11.9	107,407	100.0

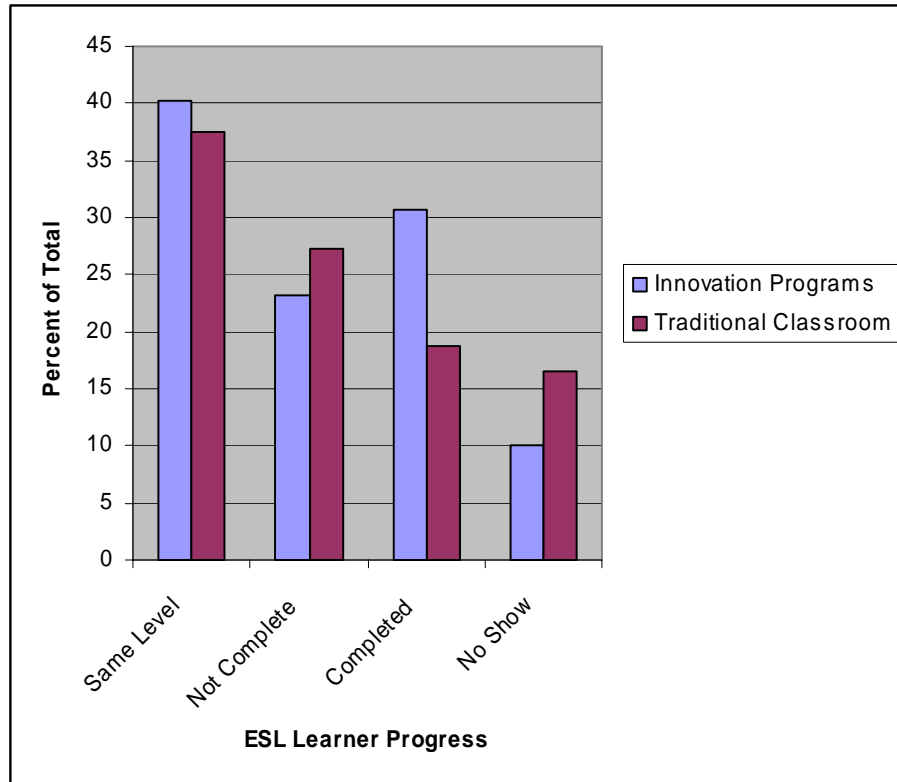
Source: CASAS 2003

Classroom programs were more successful in moving its ASE/GED (27.5%) and vocational educational learners (40.2%). However, both programs had a higher percentage of “no shows” than their Innovation Program counterparts.

Table 13–C compares the ESL participants' progress for the Innovation Programs and the traditional classroom programs. Slightly more ESL Innovation Program learners were retained at the same level while fewer left before completion of the course. They completed at a higher rate than the traditional classroom ESL learners and were more likely to show up to learning.

Table 13–C

Comparison of ESL Innovation Program and Traditional Classroom Programs’ Participants Progress by Program (2001–2002)



Sources: CASAS 2002 and CASAS 2003

Learner Status by Program

Another look at learner progress shows that overall 57.6% (55.6% in the previous year) of the Innovation Programs’ enrollees were retained at the same level, 31.6% completed their course or moved up, and 10.8% completed their program and did not reenroll.

Completion rates were highest for vocational education (33.3%) followed by ESL and parent education learners (32.7% and 19.1%) where there are 100 or more learners in a program.

Table 14–A

Innovation Programs' Learner Status by Program (2001–2002)

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
ABE	295	89.7	6	1.8	28	8.5	329	100.0
ESL	12,970	56.8	7,458	32.7	2,400	10.5	22,828	100.0
Citizenship	9	100.0	0	0.0	0	0.0	9	100.0
ASE/GED	291	64.8	80	17.8	78	17.4	449	100.0
Vocational Education	146	50.7	96	33.3	46	16.0	288	100.0
Adults w/ Disabilities	71	98.6	1	1.4	0	0.0	72	100.0
Health & Safety	24	88.9	2	7.4	1	3.7	27	100.0
Home Economics	8	50.0	2	12.5	6	37.5	16	100.0
Parent Ed.	296	63.5	89	19.1	81	17.4	466	100.0
Older Adults	36	43.9	34	41.5	12	14.6	82	100.0
Overall	14,146	57.6	7,768	31.6	2,652	10.8	24,566	100.0

Source: CASAS 2002

Table 14–B

Traditional Classroom Learner Status by Program (2001–2002)

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
ABE	14,975	68.1	2,966	13.5	4,052	18.4	21,993	100.0
ESL	147,111	66.8	55,949	25.4	17,063	7.8	220,123	100.0
Citizenship	1,614	71.4	210	9.3	437	19.3	2,261	100.0
ASE/GED	39,190	49.2	14,121	17.8	26,211	33.0	79,522	100.0
Vocational Education	34,071	38.8	30,287	34.5	23,436	26.7	87,794	100.0
Adults w/ Disabilities	20,828	91.9	1,122	4.9	733	3.2	22,683	100.0
Health & Safety	4,059	41.4	2,642	26.9	3,113	31.7	9,814	100.0
Home Economics	8,813	73.2	2,573	21.4	656	5.4	12,042	100.0
Parent Ed.	12,678	48.1	8,927	33.8	4,777	18.1	26,382	100.0
Older Adults	64,306	79.4	13,135	16.2	3,594	4.4	81,035	100.0
Overall	347,645	61.7	131,932	23.4	84,072	14.9	563,649	100.0

Source: CASAS 2003

Comparing Learner Progress Between Innovation and Traditional Classroom Programs

Table 14–C compares and contrasts learner status by program for the Innovation and classroom programs. It suggests that the classroom programs were more successful in serving the ABE, ASE/GED, vocational education, and parent education learners. However, the Innovation Programs' ESL learners completed and left after completion at a much higher rate (43.2% to 33.2%).

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Table 14–C

Comparison Table of Innovation and Traditional Classroom Learner Status by Program (2001–2002)

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
IP ABE	295	89.7	6	1.8	28	8.5	329	100.0
Class ABE	14,975	68.1	2,966	13.5	4,052	18.4	21,993	100.0
IP ESL	12,970	56.8	7,458	32.7	2,400	10.5	22,828	100.0
Class ESL	147,111	66.8	55,949	25.4	17,063	7.8	220,123	100.0
IP Citizenship	9	100.0	0	0.0	0	0.0	9	100.0
Class Citizenship	1,614	71.4	210	9.3	437	19.3	2,261	100.0
IP ASE/GED	291	64.8	80	17.8	78	17.4	449	100.0
Class ASE/GED	39,190	49.2	14,121	17.8	26,211	33.0	79,522	100.0
IP Vocational Education	146	50.7	96	33.3	46	16.0	288	100.0
Class Vocational Education	34,071	38.8	30,287	34.5	23,436	26.7	87,794	100.0
IP Adults w/ Disabilities	71	98.6	1	1.4	0	0.0	72	100.0
Class Adults w/ Disabilities	20,828	91.9	1,122	4.9	733	3.2	22,683	100.0
IP Health & Safety	24	88.9	2	7.4	1	3.7	27	100.0
Class Health & Safety	4,059	41.4	2,642	26.9	3,113	31.7	9,814	100.0
IP Home Economics	8	50.0	2	12.5	6	37.5	16	100.0
Class Home Economics	8,813	73.2	2,573	21.4	656	5.4	12,042	100.0
IP Parent Ed.	296	63.5	89	19.1	81	17.4	466	100.0
Class Parent Ed.	12,678	48.1	8,927	33.8	4,777	18.1	26,382	100.0
IP Older Adults	36	43.9	34	41.5	12	14.6	82	100.0
Class Older Adults	64,306	79.4	13,135	16.2	3,594	4.4	81,035	100.0

IP = Innovation Program
 Class = Classroom (traditional programs)

Work Related Outcomes

Among the learners identifying work related outcomes, 40.6% reported that they obtained or retained a job. The “other” category accounts for 28.5% of the responses while acquiring workforce readiness skills accounts for 17.3%.

Table 15

Reported Innovation Programs’ Learner Work Related Outcomes (2001–2002)

Work Related Outcomes	N	%
Got a Job	3,602	14.7
Retained Job	6,353	25.9
Met work-based project goal	795	3.2
Entered job training	493	2
Entered apprenticeship	103	0.4
Entered military	25	0.1
Acquired. workforce readiness skills	4,260	17.3
Reduced public assistance	185	0.8
Other	6,999	28.5

Source: CASAS 2002

Personal Outcomes

Twenty one percent (20.9%) of the learners identifying personal outcomes said that they have increased their involvement in their children’s education while 15.4% said they had increased their involvement with their children’s literacy activities. Meeting a personal goal(s) accounts for 59.5% of the responses. The “other” category accounts for 23.7%.

Table 16

Reported Innovation Programs’ Learner Personal Outcomes (2001–2002)

Personal/Family Outcomes	N	%
Increased involvement in children's education	5,142	20.9
Increased involvement in children's literacy activities	3,779	15.4
Met other family goal	5,205	21.2
Met personal goal	14,609	59.5
Other	5,826	23.7

Source: CASAS 2002

Community Outcomes

Learners reporting community outcomes identified increased community involvement in 31.1% of the cases and “other” outcomes in 33.8% of the responses. It is difficult to know how much importance to put in this self reported information. Clearly over time and in large numbers, it is a useful measure of increased community participation.

Table 17

Reported Innovation Programs’ Learner Community Outcomes (2001–2002)

Community Outcomes	N	%
Achieved U.S. citizenship skills	1,163	4.7
Registered to vote or voted first time	256	1.0
Increased involvement in community	7,647	31.1
Other	8,312	33.8

Source: CASAS 2002

Educational Outcomes

Learners reporting educational outcomes identified the mastery of course competencies (29.1% versus 26.2% in the previous year) and gained computer/tech skills (11.7% versus 12.4% in the previous year) the most often. Nine point five percent (9.5%) reported earning a certificate or high school diploma as their educational goal.

The “other” category accounts for over thirty three percent of the responses (33.4%) and provides little information regarding what the respondents had in mind.

Table 18

Reported Innovation Programs’ Learner Educational Outcomes (2001–2002)

Educational Outcomes	N	%
Returned to K-12	238	1.0
Passed GED	258	1.1
Earned Certificate	1,835	7.5
Earned High School diploma	487	2.0
Entered college	462	1.9
Entered training program	467	1.9
Gained computer/tech skills	2,877	11.7
Mastered course competencies	7,159	29.1
Other	8,204	33.4

Source: CASAS 2002

Reading Pretest Scores

The following tables are taken from CASAS test data. The reader will note the comparatively smaller number of tested learners to enrolled learners.¹⁵ As noted, CASAS pre and post testing for all ESL, ABE, Citizenship, and ASE / GED learners in distance learning programs is difficult. ABE / ASE reading level 181 – 200 denote beginning and pre–beginning literacy. Reading levels 201 – 210 and 211 – 220 reflect

¹⁵ 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 highly desirable.

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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 AVE / ASE reading pretest don't provide useful information other than to identify the reading characteristics of the Innovation Programs ABE / ASE learners.

For the ESL / ESL – civics learners the data are more useful. Level at or below 180 identify are beginning literacy and pre-beginning ESL learners and 181 – 200 level identifies the low intermediate and high beginning ESL CASAS instructional level. Levels 201 – 210 and 211 – 220 identify the low intermediate 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 more language training.

The ESL learners reading at the intermediate and advanced levels form the majority of the Innovation Programs participants (78.4%). This seems appropriate because the learning resources are the most robust for these groups.

Table 19–A

Innovation Programs’ Participant Reading Pretest Mean Scores 2001 – 2002¹⁶

Reading Score Range	Mean Score	N	%
ABE/ASE			
181-200	188.0	4	2.5
201-210	206.6	10	6.3
211-220	217.4	20	12.6
221-235	229.0	87	54.7
236-245	240.2	29	18.2
246+	249.4	9	5.7
ABE/ASE Overall	228.3	159	100.0
ESL/ESL-Cit			
<=180	174.5	400	3.0
181-200	193.4	2,459	18.6
201-210	205.5	4,672	35.4
211-220	216.1	2,396	18.1
221-235	227.2	2,821	21.4
236-245	239.8	340	2.6
246+	248.9	115	0.9
ESL/ESL-Cit Overall	210.1	13,203	100.0

Source: CASAS 2002

The most recent traditional adult school classroom state data (Table 19–B) show the mean reading pretest score for ABE/ASE learners was 230.7, while the mean for ESL learners was 206.9. ABE / ASE Innovation Program participants were slightly lower than the adult school classroom programs (228.3 to 230.7) while the ESL/ESL–Citizenship Innovation Program learners were slightly higher (210.1 to 206.9).

¹⁶ Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

Table 19–B

Traditional Classroom Programs' Participant Reading Pretest Mean Scores 2001 – 2002

CASAS Reading Score Range	Mean Score	N	%
ABE/ASE			
<=200	183.1	1,566	2.9
201-210	206.4	2,281	4.3
211-220	216.5	5,674	10.7
221-235	228.9	24,482	46.0
236-245	240.1	12,163	22.9
246+	250.9	7,004	13.2
ABE/ASE Overall	230.7	53,170	100.0
ESL/ESL-Cit			
<=180	173.5	13,573	4.8
181-200	192.8	76,094	27.1
201-210	205.2	90,418	32.3
211-220	215.9	43,070	15.4
221-235	227.1	48,065	17.1
236-245	239.7	6,636	2.4
246+	248.8	2,542	0.9
ESL/ESL-Cit Overall	206.9	280,398	100.0

Source: CASAS 2003

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 reading group. ESL learners with listening pretest scores of 236 – 245 are ready for adult secondary education.

Table 20–A

Innovation Programs’ Participant Listening Pretest Mean Scores (2001–2002)¹⁷

Listening Score Range	Mean Score	N	%
ESL/ESL-Cit			
<=180	174.7	11	1.1
181-200	193.1	272	27.9
201-210	205.6	287	29.4
211-220	214.7	254	26.0
221-235	225.5	149	15.3
236-245	239.0	3	0.3
ESL/ESL-Cit Overall	207.3	976	100.0

Source: CASAS 2002

For all adult education classroom programs the mean listening pretest score for ESL learners was 205.6. It was slightly higher for the Innovation Programs at 207.3.

Table 20–B

Traditional Classroom Programs’ Participant Listening Pretest Mean Scores 2001–2002

Listening Score Range	Mean Score	N	%
ESL/ESL-Cit			
<=180	175.4	541	3.3
181-200	192.5	5,379	33.3
201-210	205.5	4,160	25.7
211-220	215.0	3,535	21.9
221-235	225.9	2,445	15.1
236-245	238.5	116	0.7
ESL/ESL-Cit Overall	205.6	16,176	100.0

Source: CASAS 2003

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 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. All mean scores with the exception of the ESL/ESL citizenship 236–245 group tested

¹⁷ Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

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about the average when comparing the Innovation Programs with this longitudinal CASAS data.

The reading score gains for ESL/ESL citizenship learners pre-testing below 180 and 181–200 respectively are substantial (28.5 points). The overall reading score mean gains are encouraging, especially since we don't know the number of hours of instruction for the tested learners.

The ABE numbers, though small, show above average gains except for the 236–245 group.

Table 21–A

Innovation Programs' Participant Reading Score Mean Gains (2001–2002)¹⁸

Reading Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ABE/ASE					
< 200	180.0	192.0	12.0	1	1.3
201-210	205.0	230.0	25.0	3	3.8
211-220	216.4	228.8	12.4	10	12.8
221-235	228.5	233.3	4.8	48	61.6
236-245	239.9	241.7	1.8	16	20.5
ABE/ASE Overall	227.8	233.8	6.0	78	100.0
ESL/ESL-Cit					
< 180	174.3	202.8	28.5	255	3.0
181-200	193.5	206.1	12.6	1,554	18.1
201-210	205.5	216.2	10.6	3,218	37.6
211-220	216.1	223.2	7.1	1,555	18.2
221-235	227.2	231.6	4.5	1,801	21.0
236-245	240.0	240.5	0.5	183	2.1
ESL/ESL-Cit Overall	209.6	219.0	9.4	8,566	100.0

Source: CASAS 2002

Table 21–B reports traditional adult school classroom reading score mean gains for the same program year. Statewide mean reading learning gains were 5.9 points for ABE/ASE learners and 9.1 points for ESL learners for all tested learners.

¹⁸ Note: When Reporting Mean Scores and Mean Learning Gains CASAS normally does not report values with Ns below 30.

Table 21–B

Traditional Classroom Programs' Participant Reading Score Mean Gains (2001–2002)

CASAS Reading Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ABE/ASE					
< 200	180.2	190.4	10.2	611	5.1
201-210	206.4	220.0	13.6	577	4.9
211-220	216.7	225.9	9.2	1,677	14.1
221-235	228.6	233.9	5.3	6,353	53.5
236-245	239.9	242.5	2.6	2,654	22.4
ABE/ASE Overall	225.9	231.8	5.9	11,872	100.0
ESL/ESL-Cit					
< 180	173.4	196.2	22.8	3,721	4.0
181-200	193.2	204.5	11.3	22,965	24.7
201-210	205.3	214.9	9.6	31,218	33.7
211-220	215.9	223.2	7.3	15,584	16.8
221-235	227.0	231.8	4.8	17,308	18.6
236-245	239.6	241.5	1.9	2,031	2.2
ESL/ESL-Cit Overall	207.6	216.7	9.1	92,827	100.0

Source: CASAS 2003

Table 21–C shows the differences in the reading score mean gains by scoring ranges between the Innovation Programs and the traditional classroom programs (Tables 21–A and 21–B). Note that tested learners in the Innovation Programs' ESL/ESL–Citizenship programs showed higher mean learning gains for the <180, 181–200, and 211–220 CASAS scoring ranges. The number of ABE participants is insufficient to draw any conclusions.

Table 21–C

Differences Between Innovation Program Participant Reading Score Mean Gains from Traditional Classroom Participant Results (2001– 2002)

CASAS Reading Scoring Range	Pretest Mean Difference	Post-test Mean	Learning Gain Mean	Number of Innovative Participants
ABE/ASE				
< 200	-0.2	1.6	1.80	1
201-210	-1.4	10	11.40	3
211-220	-0.3	2.9	3.20	10
221-235	-0.1	-0.6	(0.50)	48
236-245	0	-0.8	(0.80)	16
ABE/ASE Overall	1.9	2	0.10	78
ESL/ESL-Cit				
< 180	0.9	6.6	5.70	255
181-200	0.3	1.6	1.30	1,554
201-210	0.2	1.3	1.00	3,218
211-220	0.2	0	(0.20)	1,555
221-235	0.2	-0.2	(0.30)	1,801
236-245	0.4	-1	(1.40)	183
ESL/ESL-Cit Overall	2	2.3	0.30	8,566

Sources: CASAS 2002 and CASAS 2003

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.

The listening gains were highest with the lower level ESL/ESL citizenship learners. All groups performed above average with exception of the higher groups. The 221–235 group performed below average. There was a decrease with the 221–245 group, although it was a small population.

Table 22–A

Innovation Programs’ Participant Listening Score Mean Gains (2001–2002)

Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
< 180	175.1	196.7	21.6	7	1.4
181-200	193.3	204.1	10.8	143	28.0
201-210	205.8	211.8	6.0	147	28.7
211-220	214.8	219.8	5.0	132	25.8
221-235	224.9	227.0	2.1	79	15.5
236-245	239.0	236.7	-2.3	3	0.6
ESL/ESL-Cit Overall	207.3	214.0	6.7	511	100.0

Source: CASAS 2002

The adult school classroom programs (Table 22–B) for the same program year show the same mean learning gain (6.7 points). However the Innovation Programs show greater gains in the < 180 and 181–200 scoring ranges.

Table 22–B

Traditional Classroom Programs’ Participant Listening Score Mean Gains (2001–2002)

Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
< 180	175.3	192.9	17.6	165	3.2
181-200	192.7	202.8	10.1	1,676	32.8
201-210	205.5	211.6	6.1	1,370	26.8
211-220	215.0	218.8	3.8	1,141	22.3
221-235	225.4	227.6	2.2	733	14.4
236-245	238.0	236.0	-2.0	23	0.5
ESL/ESL-Cit Overall	205.5	212.1	6.7	5,108	100.0

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Table 22–C provides a comparative look at the listening score mean gains. The Innovation Programs scored similar or greater gains in all of the listening score ranges. However, the data cannot be considered representative of the whole state because not all traditional classroom and Innovation Programs use the CASAS pre – post testing with all or a similar sample of their respective learners. However, it provides the best comparative snap shot available on the impacts of the respective interventions (traditional and innovative).

Table 22–C

Comparison Table of Innovation and Traditional Classroom Programs’ Participant Listening Score Mean Gains (2001–2002)

Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
IP < 180	175.1	196.7	21.6	7	1.4
Class < 180	175.3	192.9	17.6	165	3.2
IP 181–200	193.3	204.1	10.8	143	28.0
Class 181–200	192.7	202.8	10.1	1,676	32.8
IP 201–210	205.8	211.8	6.0	147	28.7
Class 201–210	205.5	211.6	6.1	1,370	26.8
IP 211–220	214.8	219.8	5.0	132	25.8
Class 211–220	215.0	218.8	3.8	1,141	22.3
IP 221–235	224.9	227.0	2.1	79	15.5
Class 221–235	225.4	227.6	2.2	733	14.4
IP 236–245	239.0	236.7	–2.3	3	0.6
Class 236–245	238.0	236.0	–2.0	23	0.5

IP = Innovation Program
 Class = Classroom (traditional programs)

Conclusions

Over the last eight years the California Innovation Program initiative and distance learning have become well accepted parts of adult basic education. The data reported here indicate that the original goal of increasing access to learning opportunities continues to be addressed. The program has increased access to a variety of groups who would have a difficult time attending traditional in classroom courses. The Innovation Program Initiative has offered significant and meaningful alternatives for adults —

- needing more practice of skills to achieve mastery,
- having work and family obligations that make attending a regular class time difficult,
- lacking the full confidence to participate in a large classroom setting in front of other students,
- wanting the participation, assistance, and support of their families in their learning,

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- learning more effectively from video, audio, and web-based media when moving at their own pace, and
- other groups who can not access traditional classroom programs.

Comparative looks at classroom data indicate that the Innovation Programs are particularly successful in providing ESL learning opportunities and that the number of ESL learners successful served in Innovation Programs has increased by over 16,000 in the last year alone where data are available (2001 – 2002).

Video and audio checkout programs were the most common delivery modalities followed by online instruction. Telecourses may serve the largest numbers per class, but only anecdotal data are available on overall numbers.

English as a second language instructional programs represent the bulk of the Innovation Program enrollments (93.3%) in 2001 – 2002. Los Angeles County adult schools dominate the enrollment statistics (75.7%). Women represent two thirds (65.4%) of the basic education participants in the 2001 – 2002 Innovation Programs.

In 2001 – 2002 age group participation was balanced between the 21–30 (30.2%) and the 31–40 (29.6%) age groups. Hispanics accounted for 60.2% of the 2000 – 2001 enrollments with Asians being 21.3% of the enrollments. Spanish accounted for 66.6% of the primary language spoken.

Over 43% of the Innovation Programs participants reported having nine or less years of schooling. Over half (52.9%) of the 2001 – 2002 Innovation Program participants reported having no earned degrees with 24.8% having high school diplomas or GEDs. Over 71.5% of the learners reported that improving basic skills or their English skills were their primary reasons for enrolling in 2001 – 2002.

ESL participant progress was better than adult school classroom programs for the same period. Overall Innovation Program ESL/ESL citizenship programs' reading mean learning gains and ESL/ESL citizenship listening gains with one scoring range exception were better than the classroom programs.

Tested learners in the Innovation Programs' ESL/ESL–Citizenship programs showed higher mean learning gains for the <180, 181–200, and 211–220 CASAS scoring ranges than the traditional classroom learners.

The Innovation Programs show greater gains in the < 180 and 181–200 scoring ranges in the CASAS pre–post listening tests than classroom based learning. However, the adult school classroom programs show the same mean learning gain (6.7 points) overall.

The Innovation Programs follow the same accountability requirements as class-based apportionment programs. Over the past two years the Innovation Programs have been successful in standardizing their reporting procedures, while still maintaining alternative instructional delivery methods. All Innovation Program students are now in the TOPSPRO system, and all programs are using a standardized format for both program applications and annual evaluation. This format makes gathering of data and program monitoring more substantive and meaningful. Pre and post testing is more difficult than in traditional settings.

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In our judgment the Innovation Programs continue to meet the three crucial benefit–cost criteria necessary to be accepted by adult education practitioners and the California Department of Education. They are:

1. Effectiveness — CASAS pre – post test data indicate that the Innovation Programs' ESL program participants, on average, show substantial learning increases in reading and listening. The ABE/ASE participants show learning gains consistent with historical data.
2. Efficiency — Participant and program cost data indicate that the Innovation Programs are cost effective.
3. 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 third year that these similar summary conclusions have been reached. This indicates the continued success of the initiative.

One major missing piece of information is the extent to which learners are served in distance learning programs only and the extent to which they are enrolled in both classroom and Innovation Programs. We refer to this second option as blended or supplemental learning when combined with classroom instruction. Both interventions are useful and appropriate. However, we would like to draw more informed conclusions about them. Another area for future study might be effective ways to form consortiums or other methods to bring Innovation Programs via distance learning to more remote locations.

In addition to increased access and service to underserved populations, reports from participating adult education sites have also indicated numerous “spin–off” benefits to the continued development and provision of Innovation Programs. These benefits have included:

- Development of an ever increasing number of excellent video programs, particularly for ESL, developed both by private firms and by programs themselves.
- Establishment of an effective practice for some students of enhancing classroom instruction with video check out (termed “blended instruction”) and other distance education methods to supplement their in–class learning.
- Fewer ESL “no–shows” for students enrolling in Innovation Programs (10.1% to 16.6%) than the traditional classroom programs.

Local Innovation Program operators have many stories of how their programs have introduced adult education to people who would not otherwise attend classes, enabled learners to meet the complex demands of family, work and learning, and introduce the possibilities of multi–media learning to classroom teachers.

After eight years these programs can no longer be considered “demonstrations.” It is time to more fully integrate the traditional classroom and the innovative distance learning programs into the overall adult school instructional strategies.