

The California Adult Education 2002 —
2004 Innovation and Alternative
Instructional Delivery Program

A Review



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The California Adult Education 2002 – 2004 Innovation and Alternative Instructional Delivery Program — A Review

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The Report

This report is the fourth in a series of annual research 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 — www.cde.ca.gov/sp/ae — under Governance and Accountability. Authorized programs are required to submit an annual report outlining budget

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

² I gratefully acknowledge the work of Joe Silverman 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, Secondary, Postsecondary, & Adult Leadership 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, 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 foci.

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 the 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. In fact, feedback and comments from the field indicate that the relationship between the teacher and the learning in distance learning is often rated as more responsive and personal than in traditional classes.

Seventy Eight Participating Adult Schools

The statewide Innovation Program has reached critical mass in terms of acceptance by the adult education field. In the spring of 2003 there are 78 adult schools that have been approved to operate Innovation Programs for the 2003 – 2004 fiscal year. This represents roughly 43% of adult schools large enough to reasonably consider the Innovation Programs option as part of their instructional strategies.

The remaining ± 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, particularly if the purchase of specialized equipment or materials was necessary. 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, which are challenges often faced by these small or more isolated programs.⁶

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.

Over 23 Million Dollars Requested

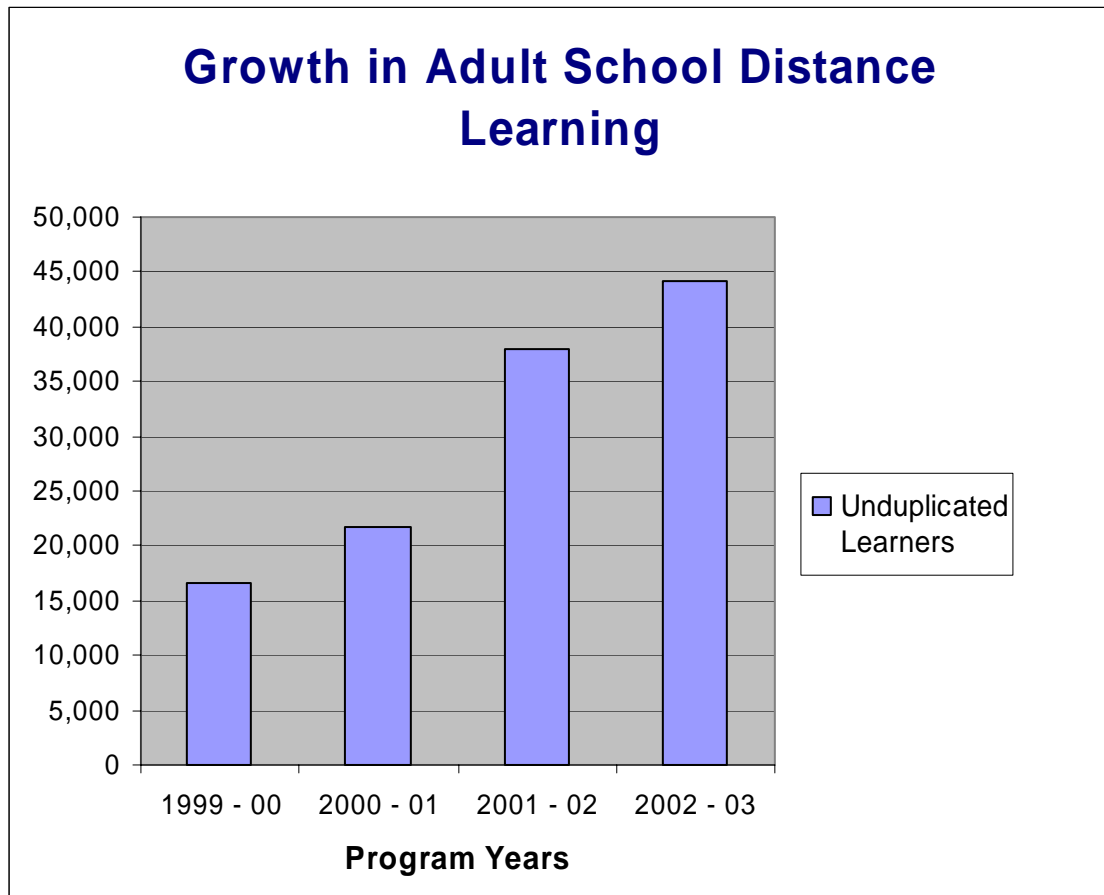
The requested approvals for Innovation Programs totaled over \$23,385,014 with an approximate average of \$280,340. The median requested budget is \$123,074.⁷ The range of approvals was from the Los Angeles Unified request of about \$10.5 million to Livermore's \$6,756. The Los Angeles request represents almost 45% of the total. The estimated average cost per student is \$480 and the median cost is \$411. These funds come from the apportionment, they are not new funds.

Changes in Participation since 1999

Figure 1 displays the growth in the Innovation Programs since standardized data were available. In the earlier days some Innovation Programs did not document their "distance learning" participation, so there may be a slight undercount in program years 1999 – 2000 and 2000 – 2001.

Figure 1

Participation in Innovation Programs from 1999 to 2003



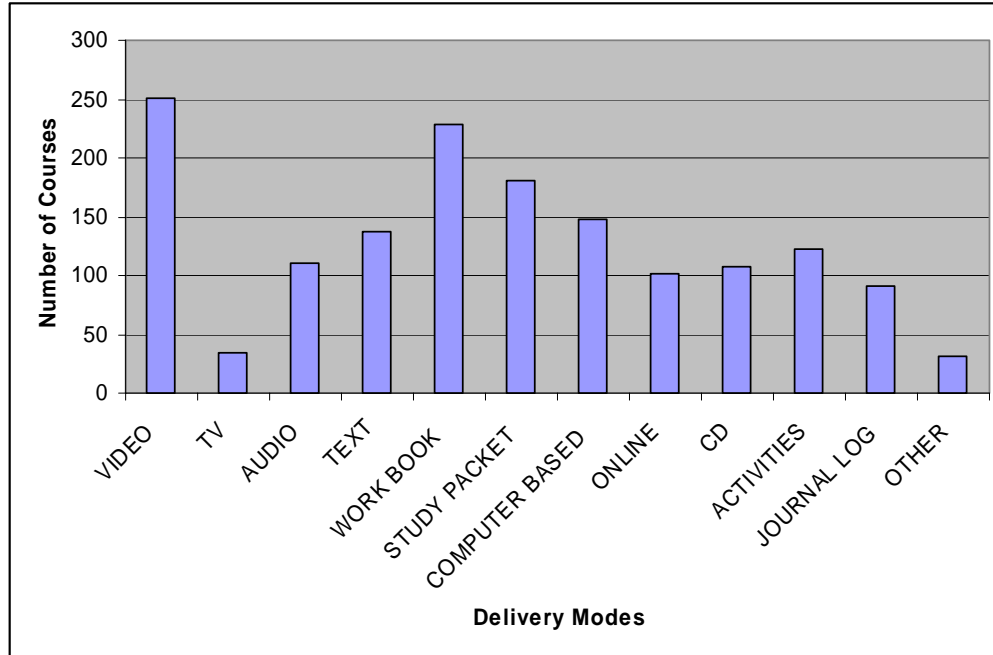
⁷ The Innovation Program database used for Figures 2 – 10 comes from the approved online applications. Several adult schools submitted their applications in hard copy only.

Distribution by Instructional Media Delivery Type

Figure 2 summarizes the most popular innovative approaches approved for FY' 2003 – 2004. These numbers reflect multiple courses offered at some adult schools. Video checkout remains by far the most popular media used in Innovation Programs.

Figure 2

The Most Popular Instructional Delivery Modes Used in the Innovation Program Courses in FY' 2003 – 2004



Source: 2003–2004 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 76% of the approved courses (79% in the previous year). It is worth noting that many programs use a combination of two or more of the above delivery modes.

The checkout model is flexible and easy to manage. The availability of pre-produced and school site produced videos continue to make checkout a popular model.

The two major changes from last year are the increases in online and CD based learning. The number of approved online course activities more than doubled. Online learning was approved for 31% of the courses while CD learning was approved for 33% of them. Multiple delivery methods can be used for any approved course. This increase probably represents increasing capabilities on the part of programs to use these methods along with publishers producing more and more materials in these formats.

The “Other” category includes a wide range of activities including “software to develop English and life skills,” community activities, group discussions, DVDs, practicum, career plans and practice interviews, and using Alpha Smart.⁸

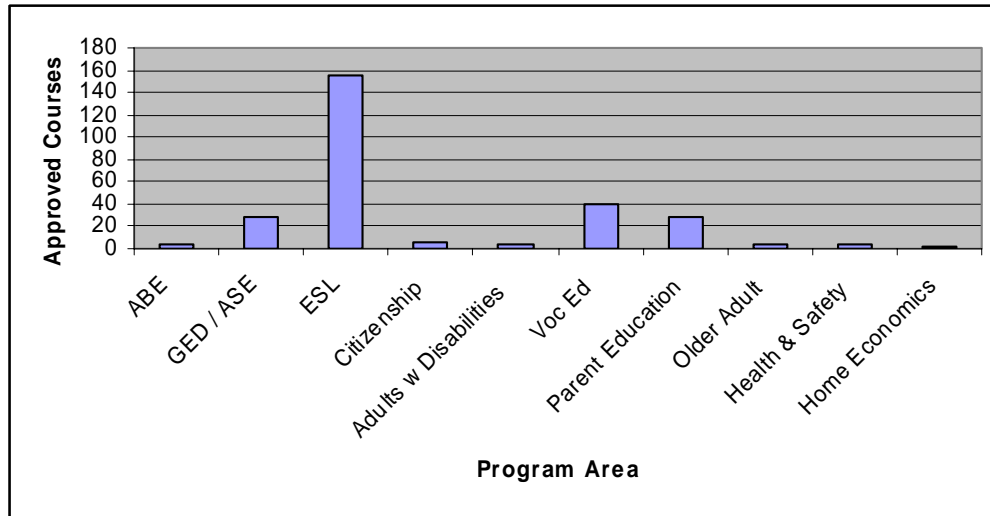
Course Distribution by Instructional Areas

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 2003 – 2004 distribution for the 10 areas of authorized instruction.⁹

ESL is the predominant instructional program offered (156). Vocational education (39), parent education (29), and GED/ASE (29) are the next most popular.

Figure 3

Distribution of Innovation Program Courses by Instructional Area (FY’ 2003–2004)



Source: 2003–2004 Applications

⁸ Alpha Smart is a simplified computer like product with built in instructional applets.

⁹ Figures 1 – 9 display data from the FY’ 2003 – 2004 applications. The tables in this report utilize data from FY’ 2002 – 2003.

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These data are based on approved courses not necessarily those actually offered. Data later in this report (Table 1-A) shows the actual number of ESL learners served in the previous program year.

Most of the adult high school subjects (adult secondary education – ASE) 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 to this delivery method.¹⁰

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 of student – teacher follows. They represent the primary method of contact and it useful to note that many programs use a variety of contact methods.

General type of contact offered	Number of Courses
Face to Face	297
Teacher initiated (not face to face)	249
Student initiated (not face to face)	229

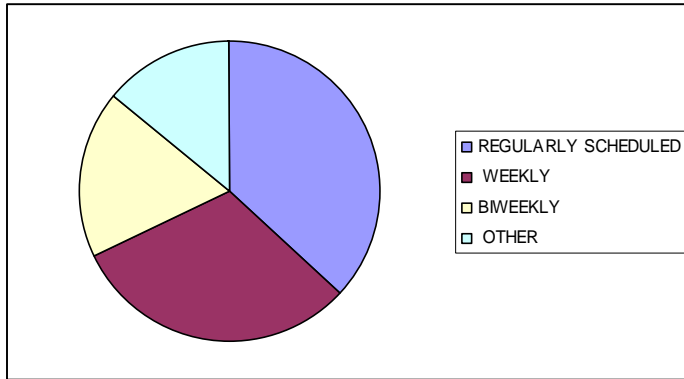
Source: 2003–2004 Applications

The approximate frequency for the face to face contacts is displayed in Figure 4.

¹⁰ The CDLP is pilot testing online ASE courses with a wide range of adult schools in 2004. Most of the pilot test sites are using Independent Study or lab attendance rather than the Innovation Programs because the courses were not previously approved to be included in the Innovation Programs.

Figure 4

Frequency of Face to Face Learner – Teacher Contacts (FY' 2003–2004)



Source: 2003–2004 Applications

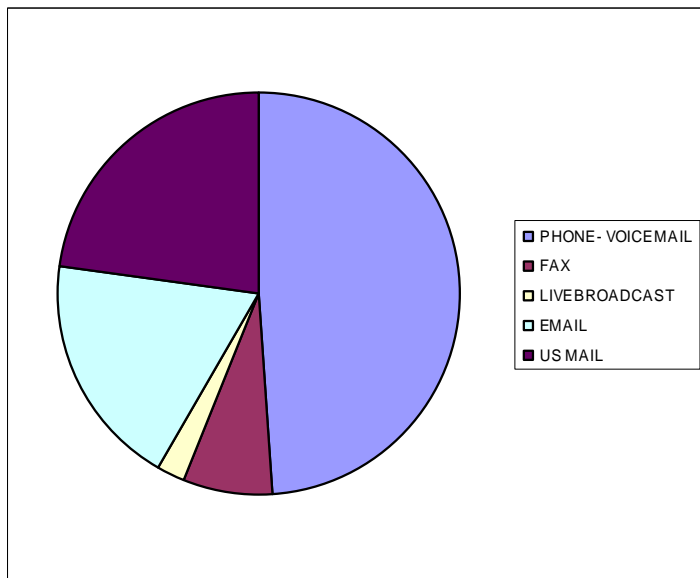
Remote Contact

Two hundred ninety seven approved courses require or offer face to face contacts of which 211 are scheduled weekly, 124 are biweekly, and 96 are scheduled on an as needed, drop-in, open office and 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. Phone and voice mail contacts account for 49% of these proposed methods of contact.

Figure 5

Distribution of Teacher Initiated Contacts by Course (FY' 2003–2004)



Source: 2003–2004 Applications

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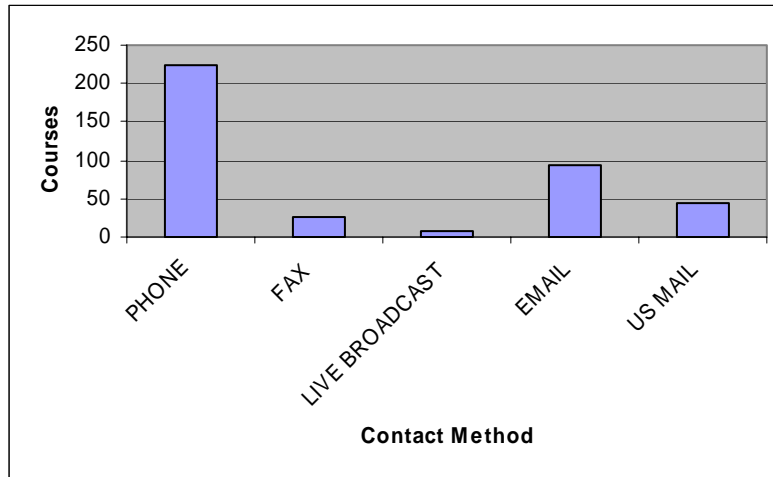
Phone and voice mail is the common method of contact. US mail and email is the second most frequent methods of remote teacher contact.

Student Initiated Contacts

Student initiated contacts in Innovation Programs are similar with the exception of the US mail where students used this method of contact substantially more often than instructors (Figure 6).

Figure 6

Distribution of Student Initiated Contacts (FY' 2003–2004)



Source: 2003–2004 Applications

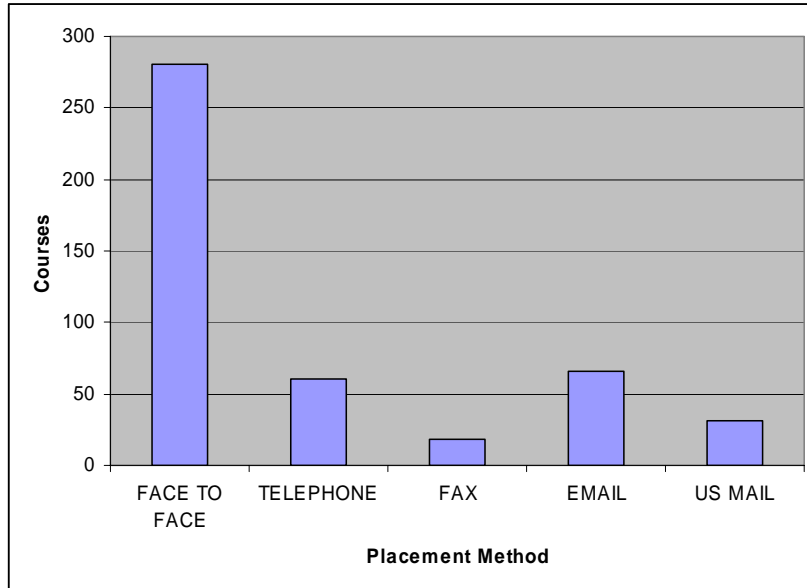
Monitoring Student Progress

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

Face to face orientation on the distance learning courses was by far the most prevalent approach used to place learners into the appropriate courses (Figure 6).

Figure 7

Approaches to Learner Placement by Course



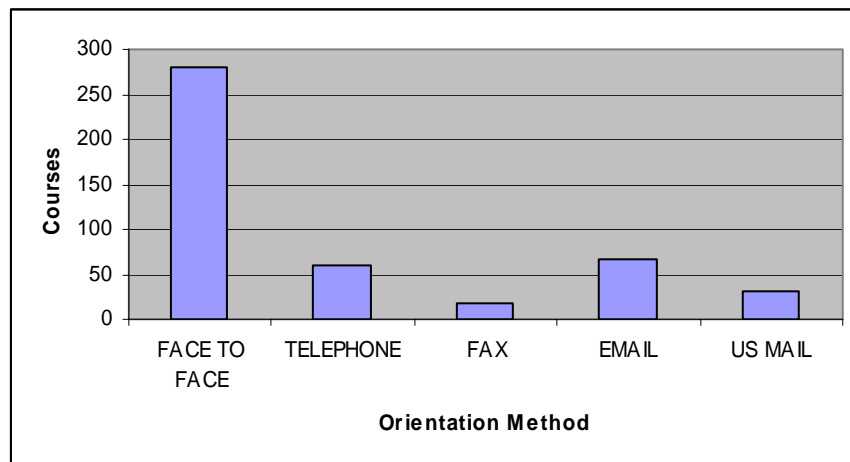
Source: 2003–2004 Applications

Email (62) and voice mail (46) were the next most common approaches used in placing learners into the proper course.

Face to face communications for the distance learning courses was by far the most common orientation approach (Figure 8).

Figure 8

Approaches to Learner Orientation by Course

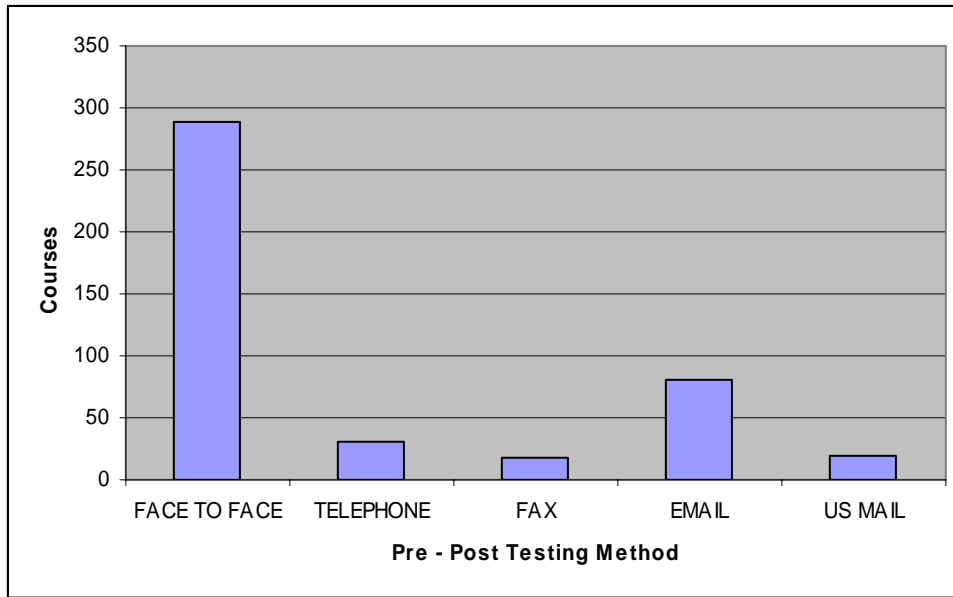


Source: 2002–2003 Applications

For pre and post testing the methods of communication are about the same as for the student placement with mail and computer based testing slightly greater (Figure 9). The use of the computer has increased and phone and U.S. mail slightly declined from the previous program year.

Figure 9

Approaches to Learner Pre – Post Testing by Course



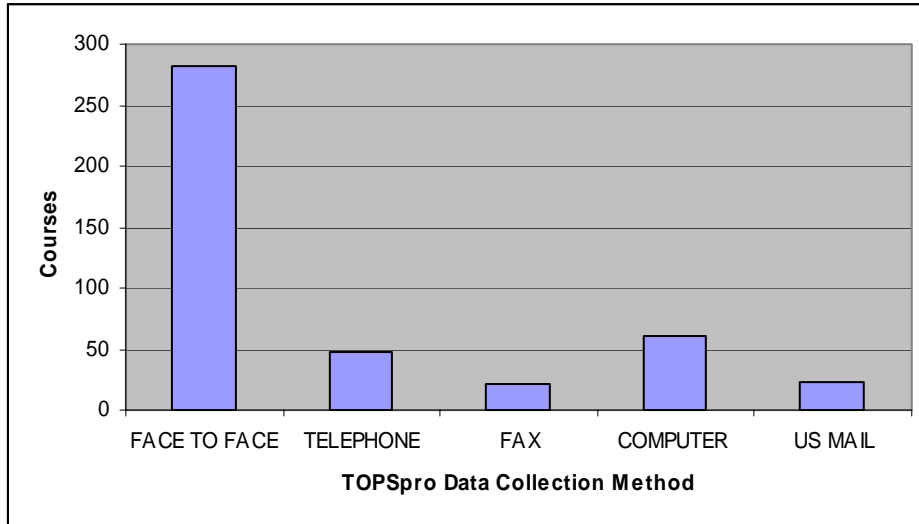
Source: 2003–2004 Applications

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 research and development. 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 10 displays how the data are collected.

Figure 10

Approaches to TOPSpro Data Entry Data Collection by Course



Source: 2003–2004 Applications

Face to face data collection is designated for use in 65% of the courses. However, this does not tell us the proportions of actual record entry. Our supposition is that the face to face method accounts for well over 75% of the actual TOPSpro data collection.

Accountability

All adult schools are required to utilize the Tracking of Programs and Students (TOPSpro) Entry and Update records for their student participation reporting. As noted in Figure 9 this applies to the Innovation Programs also. Other program outcomes are included in the annual performance reporting. This interactive report form is available to the Innovation Program administrators via the Internet.

2002 – 2003 Learner Statistics

The following tables are drawn from TOPSpro data collected by CASAS for fiscal year 2002 – 2003. 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

Over 91 (91.9%) percent of the learners recorded via TOPSpro participated in ESL programs. Parent education programs was a distant second (3.2%) followed by adult secondary education / GED programs at 1.7%.

Table 1–A

Population Participating in Innovation Programs by Instructional Program (2002–2003)

Program	N	%
ABE	335	0.8
ESL	40,581	91.9
Citizenship	183	0.4
HS/GED	753	1.7
Vocational Ed.	622	1.4
Adults w/Disabilities	34	0.1
Health & Safety	27	0.1
Home Economics	55	0.1
Parent Ed.	1,414	3.2
Older Adults	145	0.3
Total	44,149	100.0

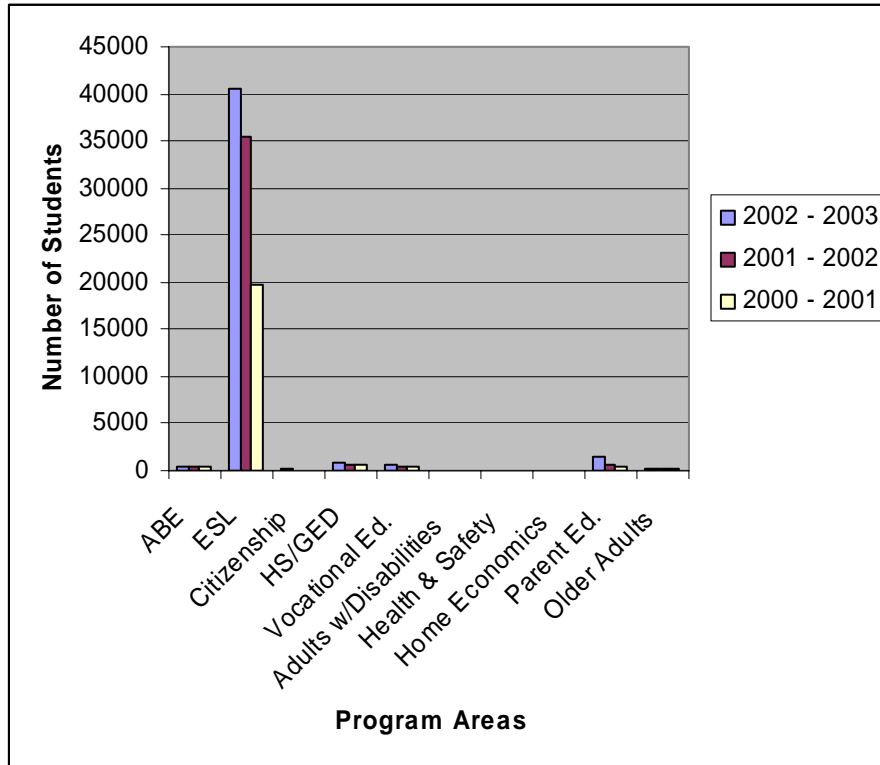
Source: CASAS 2004

The percent participation between the last two program years is remarkably similar with over 90% of the learners participating in ESL. This reflects a documented increase in total participation of over 6,000 learners from the previous year as shown in Table 1–B.

There has been a steady increase in Innovation Program participation over the last four program years. Table 1–B displays the three year growth by program area.

Table 1–B

Comparison Population Participating in Innovation Programs by Instructional Program
 — Fiscal Year 2001–2002 vs. 2000–2001 vs. 2002–03



Sources: CASAS 2004, CASAS 2002, and CASAS 2001

The following table represents the program area distribution of all of the 2002 – 2003 adult school population in classroom and in the Innovation Programs.

Table 1–C

Comparison of Innovation Program Participation and Traditional Classroom Programs by Instructional Program (2002–2003)

Program	Innovation Programs		Classroom Programs		Proportional Differences
	N	%	N	%	
ABE	335	0.8	67,158	5.8	-5.0
ESL	40,581	91.9	455,764	39.2	52.7
Citizenship	183	0.4	4,995	0.4	0.0
HS/GED	753	1.7	206,915	17.8	-16.1
Vocational Ed. Adults	622	1.4	170,480	14.6	-13.2
w/Disabilities	34	0.1	31,956	2.7	-2.6
Health & Safety Home	27	0.1	23,732	2.0	-1.9
Economics	55	0.1	20,727	1.8	-1.7
Parent Ed.	1,414	3.2	50,820	4.4	-1.2
Older Adults	145	0.3	131,784	11.3	-11.0
Total	44,149	100.0	1,164,331	100.0	

Sources: CASAS 2004

Clearly the Innovation Programs continue 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. It is often also a topic or skill that can be discussed with other family members and, in which they can practice their skills at home.

It is assumed that a significant 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 77.8% of the participants residing in Los Angeles County. This is an increase of 2.1% for LA County over the previous year.

Table 2

Innovation Programs Distribution by Region – 2002–2003

Geographic Region	N	%
Balance of State	3,523	8.0
Bay Area Region	2,818	6.4
Central Valley Region	1,016	2.3
LA Perimeter Region	1,369	3.1
Los Angeles County	34,344	77.8
San Diego Region	1,079	2.4
Total	44,149	100.0

Source: CASAS 2004

Distribution by Gender and Program

Women participated in far greater numbers than men (65.8% to 34.2%). The preponderance of women was even greater in the ABE (73%), parent education (91%), and older adult programs (70%). The overall averages are about the same as the previous year.

Table 3

Gender of Students Enrolled in Innovation Programs by Instructional Program – 2002–2003

Program	Female %	Male %	Total
ABE	73.4	26.6	335
ESL	64.6	35.4	40,491
Citizenship	74.2	25.8	182
HS/GED	69.4	30.6	752
Vocational Ed.	75.9	24.1	619
Adult w/ Disabilities	52.9	47.1	34
Health & Safety	81.5	18.5	27
Home Economics	85.5	14.5	55
Parent Ed.	90.6	9.4	1,396
Older Adults	69.7	30.3	145
Total	65.8	34.2	44,036

Source: CASAS 2004

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 (30.3% and 31.1%). The third largest cohort was the 41–50 year olds at 17.9%. Almost 13% 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 (31% and 30.5%).

Table 4

Learner Age in Innovation Programs by Instructional Program – 2002–2003

Age	ABE		ESL		Citizenship		HS/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
16-20	35	10.5	3,102	7.7	4	2.2	222	29.6	21	3.4	1	2.9
21-30	96	28.7	12,480	31.0	18	9.9	173	23.2	117	18.8	7	20.6
31-40	89	26.6	12,298	30.5	61	33.6	200	26.8	187	30.1	9	26.5
41-50	70	21.0	7,264	18.0	53	29.1	102	13.7	160	25.8	6	17.6
51-64	32	9.6	3,872	9.6	33	18.1	40	5.4	101	16.3	7	20.6
65+	12	3.6	1,310	3.2	13	7.1	10	1.3	35	5.6	4	11.8
Total	334	100.0	40,326	100.0	182	100.0	747	100.0	621	100.0	34	100.0

Age	Health & Safety		Home Econ.		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
16-20	0	0.0	0	0.0	18	1.3	0	0.0	3,403	7.8
21-30	4	14.8	7	12.7	374	27.4	3	2.1	13,279	30.3
31-40	3	11.1	15	27.3	780	57.0	4	2.8	13,646	31.1
41-50	4	14.8	14	25.5	157	11.5	10	6.9	7,840	17.9
51-64	8	29.7	11	20.0	29	2.1	44	30.6	4,177	9.5
65+	8	29.6	8	14.5	9	0.7	83	57.6	1,492	3.4
Total	27	100.0	55	100.0	1,367	100.0	144	100.0	43,837	100.0

Source: CASAS 2004

Ethnicity by Instructional Program

Hispanics comprise 71.7% of the distance learning participants. This is an percentage increase of 9.5% over the previous year. Asians made up 16.7% which is a decrease from the previous year (21.3%). White non-Hispanics represented 7.8% of the participants while Native American and Native Alaskan learners made up 3.6% of the participants. Hispanics dominated (greater than 48 percent) in ABE, ESL, Citizenship, HS/GED, and vocational education while white learners dominated enrollments in Adults with Disabilities and Older Adults Programs with Asians having a dominant enrollment in Health and Safety Programs.

The absence of Black (non-Hispanic) learners participating in the Innovation Program (0.9%) is striking and disappointing. The participation percentage is the about same as FY' 2001–2002, 2000–2001 and 1999–2000.¹¹

¹¹ Data from the previous fiscal years are drawn from three reports that are available at <http://www.cdiponline.org/fivepercent.htm>

Table 5
Innovation Programs' Learner Ethnicity by Instructional Program – 2002–2003

Ethnicity	ABE		ESL		Citizenship		HS/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	57	17.4	2,466	6.2	6	3.3	109	14.9	106	17.5	18	53.0
Hispanic	178	54.5	29,366	73.7	152	84.4	498	67.9	299	49.2	13	38.2
Black (Non-Hispanic)	27	8.3	249	0.6	0	0.0	41	5.6	21	3.5	2	5.9
Asian	52	15.9	6,689	16.8	19	10.6	47	6.4	143	23.5	1	2.9
Pacific Islander	1	0.3	316	0.8	0	0.0	4	0.5	1	0.2	0	0.0
Filipino	7	2.1	120	0.3	3	1.7	10	1.4	28	4.6	0	0.0
Native American	4	1.2	620	1.6	0	0.0	22	3.0	7	1.2	0	0.0
Native Alaskan	1	0.3	10	0.0	0	0.0	2	0.3	2	0.3	0	0.0
Total	327	100.0	39,836	100.0	180	100.0	733	100.0	607	100.0	34	100.0

Ethnicity	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	3	11.5	4	7.5	544	39.8	78	53.7	3,391	7.8
Hispanic	9	34.6	23	43.4	535	39.1	20	13.8	31,093	71.7
Black (Non-Hispanic)	0	0.0	0	0.0	32	2.3	4	2.8	376	0.9
Asian	14	53.9	24	45.3	199	14.6	41	28.3	7,229	16.7
Pacific Islander	0	0.0	0	0.0	7	0.5	0	0.0	329	0.8
Filipino	0	0.0	2	3.8	24	1.8	2	1.4	196	0.5
Native American	0	0.0	0	0.0	26	1.9	0	0.0	679	1.6
Native Alaskan	0	0.0	0	0.0	0	0.0	0	0.0	15	0.0
Total	26	100.0	53	100.0	1,367	100.0	145	100.0	43,308	100.0

Source: CASAS 2004

Innovation Program Participants' Primary Language

The large number of primary languages spoken by Innovation Programs participants is a clear indicator of participant diversity. More than 72% (72.8%) of the participants reported speaking Spanish as their primary language. This is an increase of 6.25% from the previous year (66.6%).

Chinese is a distant second at 6.3% (7.2%% in the previous year), followed by Korean (4.1%) and English (4.0%).

Table 6

The Primary Language Spoken by Innovation Programs' Participants by Instructional Program – 2002–2003

Primary Language	ABE		ESL		Citizenship		HS/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
English	70	21.3	462	1.2	8	4.4	204	27.8	161	26.4	24	70.6
Spanish	166	50.6	30,002	75.1	149	82.3	464	63.4	274	44.8	9	26.5
Vietnamese	7	2.1	796	2.0	0	0.0	3	0.4	17	2.8	0	0.0
Chinese	11	3.4	2,529	6.3	6	3.3	15	2.0	51	8.4	0	0.0
Hmong	1	0.3	50	0.1	0	0.0	1	0.1	0	0.0	0	0.0
Cambodian	1	0.3	99	0.2	1	0.6	5	0.7	1	0.2	0	0.0
Tagalog	6	1.8	128	0.3	0	0.0	5	0.7	21	3.4	0	0.0
Korean	11	3.4	1,662	4.2	5	2.8	8	1.1	32	5.2	1	2.9
Lao	0	0.0	31	0.1	0	0.0	0	0.0	1	0.2	0	0.0
Russian	12	3.7	835	2.1	0	0.0	7	1.0	4	0.7	0	0.0
Farsi	9	2.7	501	1.3	0	0.0	4	0.5	12	2.0	0	0.0
Other	34	10.4	2,822	7.1	12	6.6	17	2.3	36	5.9	0	0.0
Total	328	100.0	39,917	100.0	181	100.0	733	100.0	610	100.0	34	100.0

Primary Language	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
English	4	14.8	6	11.1	707	52.0	84	59.2	1,730	4.0
Spanish	9	33.4	24	44.4	465	34.2	16	11.3	31,578	72.8
Vietnamese	0	0.0	0	0.0	11	0.8	2	1.4	836	1.9
Chinese	9	33.3	7	13.0	80	5.9	18	12.7	2,726	6.3
Hmong	0	0.0	0	0.0	0	0.0	0	0.0	52	0.1
Cambodian	0	0.0	0	0.0	1	0.1	0	0.0	108	0.2
Tagalog	0	0.0	2	3.7	13	1.0	0	0.0	175	0.4
Korean	4	14.8	13	24.1	16	1.2	7	4.9	1,759	4.1
Lao	0	0.0	0	0.0	1	0.1	0	0.0	33	0.1
Russian	0	0.0	0	0.0	5	0.4	2	1.4	865	2.0
Farsi	0	0.0	0	0.0	4	0.3	2	1.4	532	1.2
Other	1	3.7	2	3.7	54	4.0	11	7.7	2,989	6.9
Total	27	100.0	54	100.0	1,357	100.0	142	100.0	43,383	100.0

Source: CASAS 2004

Years of Schooling

Over forty four percent (44.5%) of the learners reported having nine or less years of schooling at the time of enrollment (43.6% and 45.6% for the previous two years respectively) and about half of these (21.7 %) 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. Further it suggests that lower level learners can, in the judgment of program operators, be effectively served by non-traditional interventions. This is reinforced by the fact that 46.3% of the participating ESL learners report having nine or fewer years of education.

Table 7–A

Years of Schooling for Innovation Programs' Participants by Instructional Program – 2002–2003

Program	<=3 Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	7	2.2	26	8.3	54	17.3	55	17.6
ESL	1,725	4.7	6,645	18.1	8,633	23.5	3,892	10.6
Citizenship	8	5.8	48	34.8	29	21.0	11	8.0
HS/GED	7	1.0	55	7.9	139	19.9	237	33.9
Vocational Ed.	4	0.7	38	6.5	65	11.1	55	9.4
Adults w/ Disabilities	2	8.0	0	0.0	1	4.0	2	8.0
Health & Safety	1	4.2	2	8.3	3	12.5	2	8.3
Home Economics	1	1.9	5	9.6	6	11.5	3	5.8
Parent Education	4	0.4	60	6.1	101	10.3	72	7.4
Older Adults	0	0.0	2	1.6	7	5.6	8	6.5
Total	1,759	4.4	6,881	17.3	9,038	22.8	4,337	10.9

Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	89	28.4	82	26.2	313	0.8
ESL	7,998	21.8	7,859	21.4	36,752	92.5
Citizenship	18	13.0	24	17.4	138	0.3
HS/GED	163	23.3	98	14.0	699	1.8
Vocational Ed.	201	34.4	221	37.8	584	1.5
Adults w/ Disabilities	17	68.0	3	12.0	25	0.1
Health & Safety	8	33.3	8	33.3	24	0.1
Home Economics	23	44.2	14	26.9	52	0.1
Parent Education	206	21.1	535	54.7	978	2.5
Older Adults	40	32.3	67	54.0	124	0.3
Total	8,763	22.1	8,911	22.5	39,689	100.0

Source: CASAS 2004

The following contrasting table represents all learners served in traditional programs traditionally by adult schools in FY' 2002 – 2003. Note that only 29.9% 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 than in the Innovation Programs (52.5% to 46.3%).

Table 7–B

Years of Schooling for Traditional Classroom Adult School Participants by Instructional Program – 2002–2003

Program	<=3Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	1,069	2.3	2,426	5.2	8,242	17.6	19,242	41.1
ESL	21,717	5.8	81,041	21.5	94,651	25.2	41,157	10.9
Citizenship	192	4.9	807	20.5	926	23.5	492	12.5
HS/GED	1,940	1.1	3,203	1.8	20,450	11.7	116,791	66.9
Vocational Ed.	1,190	0.9	3,722	2.9	8,626	6.7	19,356	15.0
Adults w/ Disabilities	1,230	7.2	777	4.6	1,266	7.4	1,658	9.7
Health & Safety	220	1.5	246	1.6	419	2.8	752	5.0
Home Economics	185	1.2	271	1.8	559	3.7	817	5.4
Parent Education	657	2.0	1,670	5.1	2,156	6.6	2,994	9.2
Older Adults	1,753	2.0	2,000	2.3	4,211	4.8	4,340	5.0
Total	30,153	3.4	96,163	10.7	141,506	15.8	207,599	23.1

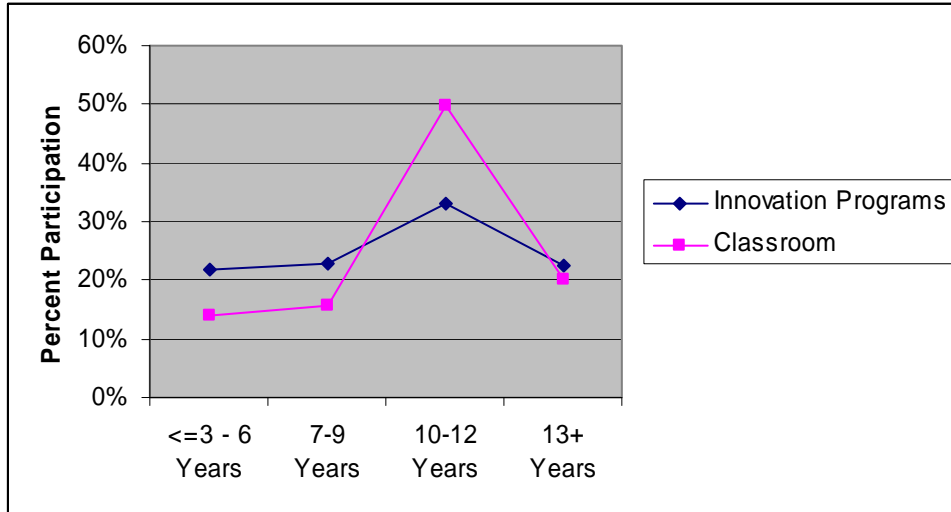
Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	11,185	23.9	4,675	10.0	46,839	5.2
ESL	77,460	20.6	60,150	16.0	376,176	41.9
Citizenship	750	19.0	771	19.6	3,938	0.4
HS/GED	26,521	15.2	5,687	3.3	174,592	19.5
Vocational Ed.	54,601	42.4	41,272	32.1	128,767	14.4
Adults w/ Disabilities	9,675	56.8	2,418	14.2	17,024	1.9
Health & Safety	5,509	36.8	7,831	52.3	14,977	1.7
Home Economics	6,257	41.3	7,051	46.6	15,140	1.7
Parent Education	7,389	22.7	17,648	54.3	32,514	3.6
Older Adults	41,120	47.2	33,681	38.7	87,105	9.7
Total	240,467	26.8	181,184	20.2	897,072	100.0

Source: CASAS 2004

Table 7–C displays the differences in participation between the Innovation Programs and the traditional classroom programs by previous years of schooling. Overall 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 – 2002–2003



Source: CASAS 2004

Highest Degree by Instructional Program

About half (49.0%) of the Innovation Programs’ learners reported having no earned degrees or certificates at the time of enrollment — about the same as in the previous year. Over 27% (27.5%) reported possessing a high school diploma or GED,¹² while 7.8% said they had a technical or associate of arts (AA) degrees. Thirteen percent (13%) of the learners reported having a college degree or some graduate study.

¹² In the previous reporting year 24.8% of the learners reported having earned a GED or high school diploma prior to enrollment.

Table 8–A

Highest Educational Level Attained by Innovation Program Participants in Instructional Programs – 2002–2003

Program	None		GED		HS Diploma		Technical		AA Degree	
	N	%	N	%	N	%	N	%	N	%
ABE	136	45.8	10	3.4	73	24.6	18	6.1	5	1.7
ESL	18,600	50.2	645	1.7	9,530	25.7	1,758	4.7	1,015	2.7
Citizenship	81	63.3	3	2.3	23	18.0	1	0.8	4	3.1
HS/GED	387	58.4	19	2.9	129	19.5	47	7.1	8	1.2
Vocational Ed.	122	21.1	23	4.0	201	34.8	40	6.9	44	7.6
Adults w/ Disabilities	19	67.9	0	0.0	7	25.0	0	0.0	0	0.0
Health & Safety	2	9.5	0	0.0	8	38.1	2	9.5	3	14.3
Home Economics	14	28.0	1	2.0	21	42.0	2	4.0	1	2.0
Parent Education	226	21.1	19	1.8	234	21.8	51	4.8	87	8.1
Older Adults	10	7.9	3	2.4	45	35.7	6	4.8	17	13.5
Total	19,597	49.0	723	1.8	10,271	25.7	1,925	4.8	1,184	3.0

Program	4 Yr College		Grad Study		Other		Total	
	N	%	N	%	N	%	N	%
ABE	35	11.8	9	3.0	11	3.7	297	0.7
ESL	3,289	8.9	1,210	3.3	1,002	2.7	37,049	92.6
Citizenship	8	6.3	3	2.3	5	3.9	128	0.3
HS/GED	33	5.0	15	2.3	25	3.8	663	1.7
Vocational Ed.	101	17.5	30	5.2	16	2.8	577	1.4
Adults w/ Disabilities	1	3.6	0	0.0	1	3.6	28	0.1
Health & Safety	4	19.0	2	9.5	0	0.0	21	0.1
Home Economics	7	14.0	2	4.0	2	4.0	50	0.1
Parent Education	319	29.8	109	10.2	26	2.4	1,071	2.7
Older Adults	18	14.3	22	17.5	5	4.0	126	0.3
Total	3,815	9.5	1,402	3.5	1,093	2.7	40,010	100.0

Source: CASAS 2004

The percentages of learners with no earned degrees are highest in ABE (45.8%), ESL (50.2%), and ASE/GED (58.4%). Citizenship is not considered because of the low number of participants.

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 Educational Level Attained by Traditional Classroom Learners by Instructional Program – 2002–2003

Program	None		GED		HS Diploma		Technical		AA Degree	
	N	%	N	%	N	%	N	%	N	%
ABE	36,375	68.2	1,421	2.7	9,690	18.2	1,361	2.6	789	1.5
ESL	224,736	57.9	7,472	1.9	90,923	23.4	13,996	3.6	8,228	2.1
Citizenship	2,488	59.9	67	1.6	735	17.7	118	2.8	104	2.5
HS/GED	151,349	85.2	2,703	1.5	14,639	8.2	2,951	1.7	1,010	0.6
Vocational Ed.	30,613	21.9	7,842	5.6	58,469	41.9	7,879	5.6	9,930	7.1
Adults w/ Disabilities	11,493	52.0	268	1.2	7,460	33.7	220	1.0	382	1.7
Health & Safety	1,656	10.6	373	2.4	6,119	39.0	719	4.6	1,559	9.9
Home Economics	1,929	12.2	297	1.9	6,465	40.8	805	5.1	1,715	10.8
Parent Education	7,174	21.2	821	2.4	7,928	23.4	1,409	4.2	2,725	8.0
Older Adults	18,397	19.9	992	1.1	39,794	43.1	2,777	3.0	6,687	7.2
Total	486,210	51.6	22,256	2.4	242,222	25.7	32,235	3.4	33,129	3.5

Program	4 Yr College		Grad Study		Other		Total	
	N	%	N	%	N	%	N	%
ABE	1,507	2.8	676	1.3	1,520	2.8	53,339	5.7
ESL	24,157	6.2	9,534	2.5	9,418	2.4	388,464	41.2
Citizenship	363	8.7	179	4.3	99	2.4	4,153	0.4
HS/GED	1,737	1.0	874	0.5	2,439	1.4	177,702	18.8
Vocational Ed.	14,731	10.6	6,932	5.0	3,160	2.3	139,556	14.8
Adults w/ Disabilities	829	3.7	247	1.1	1,211	5.5	22,110	2.3
Health & Safety	2,940	18.7	1,993	12.7	336	2.1	15,695	1.7
Home Economics	2,625	16.6	1,654	10.4	368	2.3	15,858	1.7
Parent Education	8,461	25.0	4,807	14.2	579	1.7	33,904	3.6
Older Adults	12,747	13.8	8,394	9.1	2,556	2.8	92,344	9.8
Total	70,097	7.4	35,290	3.7	21,686	2.3	943,125	100.0

Source: CASAS 2004

Here 51.6% of the learners had no earned degree — slightly more than the Innovation Programs (49%). Over 28% (28.1%) reported an earned high school diploma or GED and 6.9% said they had a technical or associate of arts degree. Over 13% (13.4%) reported having a four year college degree or greater.

ABE / ASE Instructional Level On Program Entry

Nine percent (8.97%) of the adult basic education and adult secondary education learners were enrolled in beginning literacy or beginning adult basic education (10.7% and 10.3% in the previous two years). Over 56% (56.5%) were enrolled in intermediate ABE instruction (54,% and 66.4% in the previous two years). Over thirty two percent (32.5%) were enrolled in adult high school subjects or GED as compared to 35.2% and 23.2% in the previous two years.

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 – 2002–2003¹³

Level Upon Entry	ABE		ASE		Total	
	N	%	N	%	N	%
Beg. Literacy	5	6.8	1	0.9	6	3.1
Beginning	6	8.1	5	4.3	11	5.8
Intermediate Low	13	17.6	2	1.7	15	7.9
Intermediate High	36	48.6	61	52.1	97	50.7
ASE Low	12	16.2	39	33.3	51	26.7
ASE High	2	2.7	9	7.7	11	5.8
Total	74	100.0	117	100.0	191	100.0

Based on pre-test means

Source: CASAS 2004

ESL and ESL–Citizenship Level On Program Entry

The instructional 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.¹⁴ 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 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 21.2% of the students receiving English language instruction (23.7% in the previous year) while intermediate low learners represented 34.7%. 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.

¹³ ABE & ASE Instructional Level Upon Entry (based on pre–test means)

¹⁴ There remains a large group of learners unable to attend site based learning that could benefit from beginning ESL instruction. In 2004 the CDLP licensed a beginning ESL video, DVD, and print series under development by the Los Angeles USD's Division of Adult and Community Education. These materials should be available in mid 2005.

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

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 – 2002–2003¹⁵

Level Upon Entry	ESL	
	N	%
Beg. Literacy	806	2.7
Beginning	5,418	18.5
Intermediate Low	10,165	34.7
Intermediate High	5,381	18.4
Adv. Low	6,575	22.4
Adv. High	970	3.3
Total	29,315	100.0

Based on pre–test means

Source: CASAS 2004

Primary Reasons for Enrollment

Improving basic skills and English skills account for more than three-quarters of the primary reasons for learners reported for enrollment (78.9%). This is about the same as the previous year (78.6%). Direct work related reasons (get a job and retain a job) make up 5.1% of the primary reasons for enrolling. However, improving skills probably have implications for work preparedness and therefore link these two reasons for enrollment.

Basic skill improvement was most important for ABE learners (34.6%) and vocational education learners (27.9%). The high number of ABE learners citing the need to improve English skills (39.4%) suggests that many of them, in fact, are advanced ESL learners. Improving English skills was the most important for ESL learners (69.1%). Family goals were the most important for learners in parent education (57.5%).

¹⁵ ESL & ESL–Citizenship Instructional Level Upon Entry (based on pre–test means)

Table 11–A
The Innovation Programs’ Participants Primary Reason for Enrolling in 2002–2003

Primary Reason	ABE		ESL		Citizenship		HS/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	116	34.6	5,819	14.3	10	5.5	170	22.6	174	27.9	6	17.6
Improve English Skills	132	39.4	28,035	69.1	26	14.2	101	13.4	41	6.6	0	0.0
HS Diploma or GED	46	13.7	685	1.7	3	1.6	338	44.9	11	1.8	0	0.0
Get Job	9	2.7	1,487	3.7	1	0.5	22	2.9	114	18.3	0	0.0
Retain Job	1	0.3	620	1.5	0	0.0	2	0.3	15	2.4	1	2.9
Enter College or Training	3	0.9	369	0.9	0	0.0	16	2.1	15	2.4	0	0.0
Work-Based Project	1	0.3	129	0.3	0	0.0	3	0.4	14	2.3	0	0.0
Family Goal	4	1.2	490	1.2	0	0.0	3	0.4	20	3.2	10	29.4
U.S. Citizenship	1	0.3	532	1.3	131	71.7	0	0.0	1	0.2	0	0.0
Military	0	0.0	21	0.1	1	0.5	0	0.0	2	0.3	1	2.9
Personal Goal	8	2.4	1,458	3.6	4	2.2	41	5.4	144	23.2	16	47.2
None/ Not Identified	13	3.9	803	2.0	7	3.8	43	5.7	36	5.8	0	0.0
Other	1	0.3	133	0.3	0	0.0	14	1.9	35	5.6	0	0.0
Total	335	100.0	40,581	100.0	183	100.0	753	100.0	622	100.0	34	100.0

Primary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	3	11.1	21	38.2	94	6.6	44	30.3	6,457	14.6
Improve English Skills	0	0.0	3	5.5	54	3.8	2	1.4	28,394	64.3
HS Diploma or GED	0	0.0	0	0.0	6	0.4	0	0.0	1,089	2.5
Get Job	0	0.0	1	1.8	3	0.2	1	0.7	1,638	3.7
Retain Job	0	0.0	0	0.0	1	0.1	0	0.0	640	1.4
Enter College or Training	1	3.7	0	0.0	3	0.2	0	0.0	407	0.9
Work-Based Project	0	0.0	1	1.8	3	0.2	0	0.0	151	0.3
Family Goal	0	0.0	6	10.9	813	57.5	1	0.7	1,347	3.1
U.S. Citizenship	0	0.0	0	0.0	1	0.1	1	0.7	667	1.5
Military	0	0.0	0	0.0	0	0.0	0	0.0	25	0.1
Personal Goal	19	70.4	21	38.2	393	27.8	84	57.9	2,188	5.0
None/ Not Identified	4	14.8	2	3.6	28	2.0	10	6.9	946	2.1
Other	0	0.0	0	0.0	15	1.1	2	1.4	200	0.5
Total	27	100.0	55	100.0	1,414	100.0	145	100.0	44,149	100.0

Source: CASAS 2004

The Secondary Reason for Enrolling

Participants reported personal goals (37.2%), improving English skills (15.4%), and work related reasons (13.8%) as the important secondary reasons for enrolling along with improving basic skills (12.7%).

Table 12
Innovation Programs' Participants Secondary Reason for Enrolling – 2002–2003

Secondary Reason	ABE		ESL		Citizenship		HS/GED		Voc. Ed		Adults w/ Dis.	
	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	43	12.8	5,384	13.3	10	5.5	64	8.5	45	7.2	3	8.8
Improve English Skills	28	8.4	6,578	16.2	27	14.8	90	12.0	21	3.4	0	0.0
HS Diploma or GED	53	15.8	1,212	3.0	2	1.1	99	13.1	11	1.8	0	0.0
Get Job	24	7.2	3,749	9.2	9	4.9	77	10.2	71	11.4	1	2.9
Retain Job	6	1.8	1,788	4.4	1	0.5	17	2.3	21	3.4	0	0.0
Enter College or Training	19	5.7	1,092	2.7	0	0.0	55	7.3	19	3.1	0	0.0
Work-Based Project	0	0.0	264	0.7	0	0.0	2	0.3	10	1.6	1	2.9
Family Goal	12	3.6	1,949	4.8	4	2.2	19	2.5	28	4.5	2	5.9
U.S. Citizenship	9	2.7	690	1.7	30	16.3	3	0.4	3	0.5	0	0.0
Military	1	0.3	64	0.2	0	0.0	4	0.5	0	0.0	0	0.0
Personal Goal	103	30.6	14,960	36.7	43	23.5	219	29.0	235	37.7	16	47.1
None/ Not Identified	29	8.7	1,890	4.7	55	30.1	84	11.2	96	15.4	0	0.0
Other	8	2.4	961	2.4	2	1.1	20	2.7	62	10.0	11	32.4
Total	335	100.0	40,581	100.0	183	100.0	753	100.0	622	100.0	34	100.0

Secondary Reason	Health & Safety		Home Economics		Parent Ed.		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	0	0.0	1	1.8	58	4.1	15	10.3	5,623	12.7
Improve English Skills	1	3.7	0	0.0	61	4.3	2	1.4	6,808	15.4
HS Diploma or GED	0	0.0	0	0.0	4	0.3	1	0.7	1,382	3.1
Get Job	0	0.0	2	3.6	7	0.5	0	0.0	3,940	8.9
Retain Job	0	0.0	0	0.0	3	0.2	0	0.0	1,836	4.2
Enter College or Training	0	0.0	0	0.0	6	0.4	0	0.0	1,191	2.7
Work-Based Project	0	0.0	0	0.0	0	0.0	3	2.1	280	0.6
Family Goal	4	14.8	6	10.9	249	17.6	12	8.3	2,285	5.2
U.S. Citizenship	0	0.0	0	0.0	2	0.1	0	0.0	737	1.7
Military	0	0.0	0	0.0	0	0.0	0	0.0	69	0.2
Personal Goal	5	18.5	29	52.7	777	55.0	48	33.1	16,435	37.2
None/ Not Identified	6	22.2	3.0	5.5	148	10.5	19	13.1	2,330	5.3
Other	11	40.8	14	25.5	99	7.0	45	31.0	1,233	2.8
Total	27	100.0	55	100.0	1,414	100.0	145	100.0	44,149	100.0

Source: CASAS 2004

Learner Progress

Learners are monitored on their progress over the time of enrollment. Almost one fourth of the ESL participants completed or moved to a more advanced course —23.6% compared to 23.2% in the previous year. Eleven percent (11%) of the ESL enrollees were no shows or left before completion. This is a dramatic improvement of the 29.1% 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 50% (50.2%) 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 14.4%, 21.9%, and 28.1% respectively.

Table 13–A

Innovation Programs' Participants Progress by Program – 2002–2003

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	136	50.2	33	12.2	43	15.8	16	5.9	43	15.9	271	100.0
ESL	14,979	40.5	8,733	23.6	6,481	17.5	2,749	7.4	4,076	11.0	37,018	100.0
Citizenship	19	22.4	20	23.5	22	25.9	16	18.8	8	9.4	85	100.0
HS/GED	256	45.6	81	14.4	70	12.5	69	12.3	85	15.2	561	100.0
Vocational Education	160	29.0	121	21.9	85	15.4	71	12.9	115	20.8	552	100.0
Adults w/ Disabilities	21	67.7	1	3.2	1	3.2	6	19.4	2	6.5	31	100.0
Health & Safety	10	45.5	2	9.1	3	13.6	4	18.2	3	13.6	22	100.0
Home Economics	32	61.6	4	7.7	5	9.6	2	3.8	9	17.3	52	100.0
Parent Ed.	381	32.4	331	28.1	275	23.3	150	12.7	41	3.5	1,178	100.0
Older Adults	37	27.2	55	40.5	14	10.3	9	6.6	21	15.4	136	100.0

Source: CASAS 2004

Participant progress is a key indicator of the impact of the service delivery. ESL data indicate that 31% of the Innovation Program participants completed and moved up or left after completion in contrast of 18.5% for the classroom programs (Table 13–B). There also were fewer no shows in the ESL Innovation Programs (11% to 17.1%).

Table 13–B

Traditional Classroom Programs’ Participants Progress by Program – 2002–2003

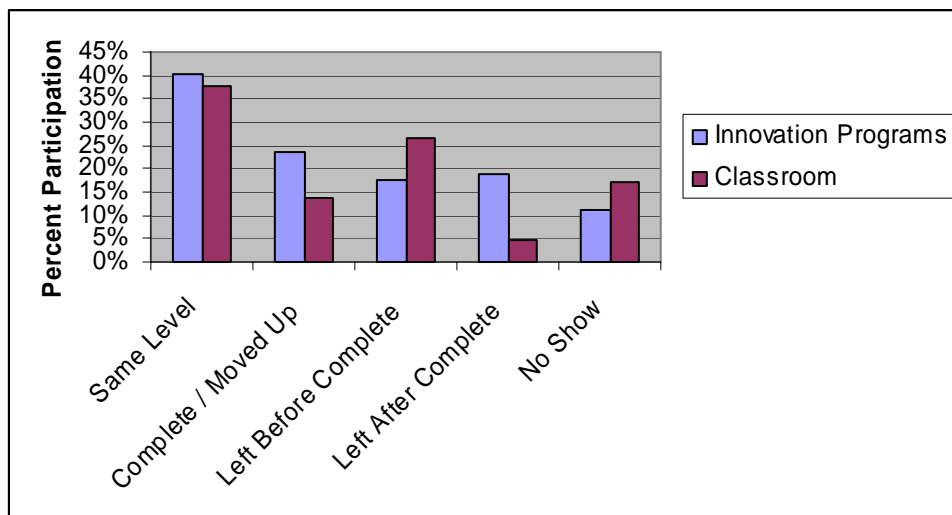
Program	Retained at Same Level		Completed & Moved Up		Left Before Completion		Left After Completion		No Show or < 12 hrs		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	17,535	37.5	3,409	7.3	11,238	24.0	4,707	10.1	9,871	21.1	46,760	100.0
ESL	149,278	37.9	54,707	13.9	104,401	26.5	18,106	4.6	67,169	17.1	393,661	100.0
Citizenship	1,497	43.0	215	6.2	744	21.4	415	11.9	611	17.5	3,482	100.0
HS/GED	45,041	26.9	18,434	11.0	39,337	23.5	29,619	17.7	35,084	20.9	167,515	100.0
Vocational Education	36,088	24.7	31,339	21.4	22,713	15.5	26,103	17.9	29,908	20.5	146,151	100.0
Adults w/ Disabilities	18,891	69.6	1,194	4.4	3,330	12.3	1,387	5.1	2,341	8.6	27,143	100.0
Health & Safety	5,246	33.6	2,077	13.3	1,335	8.5	2,134	13.7	4,830	30.9	15,622	100.0
Home Economics	10,104	54.8	3,158	17.2	1,648	9.0	1,049	5.7	2,439	13.3	18,398	100.0
Parent Ed.	13,491	34.5	8,047	20.5	4,978	12.7	5,344	13.6	7,329	18.7	39,189	100.0
Older Adults	66,519	58.6	13,347	11.7	14,458	12.8	5,054	4.4	14,257	12.5	113,635	100.0

Source: CASAS 2004

Table 13–C compares the ESL participants’ progress for the Innovation Programs and the traditional classroom programs. A slightly greater percentage of ESL Innovation Program learners were retained at the same level while substantially fewer left before completion of the course. Innovation Program learners 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 – 2002–2003



Source CASAS 2004

Learner Status by Program

Another look at learner progress shows that overall 56.3% (57.6% in the previous year) of the Innovation Programs' enrollees were retained at the same level, 32.9% completed their course or moved up, and 10.8% completed their program and did not reenroll.

Completion rates were highest for parent education learners (38.4%), followed by vocational education and ESL (34.4% and 33%).

Table 14–A

Innovation Programs' Learner Status by Program – 2002–2003

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
ABE	136	73.6	33	17.8	16	8.6	185	100.0
ESL	14,979	56.6	8,733	33.0	2,749	10.4	26,461	100.0
Citizenship	19	34.5	20	36.4	16	29.1	55	100.0
HS/GED	256	63.0	81	20.0	69	17.0	406	100.0
Vocational Education	160	45.4	121	34.4	71	20.2	352	100.0
Adults w/ Disabilities	21	75.0	1	3.6	6	21.4	28	100.0
Health & Safety	10	62.5	2	12.5	4	25.0	16	100.0
Home Economics	32	84.2	4	10.5	2	5.3	38	100.0
Parent Ed.	381	44.2	331	38.4	150	17.4	862	100.0
Older Adults	37	36.6	55	54.5	9	8.9	101	100.0
Overall	16,031	56.3	9,381	32.9	3,092	10.8	28,504	100.0

Source: CASAS 2004

Table 14–B

Traditional Classroom Learner Status by Program – 2002–2003

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
ABE	17,535	68.3	3,409	13.3	4,707	18.4	25,651	100.0
ESL	149,278	67.2	54,707	24.6	18,106	8.2	222,091	100.0
Citizenship	1,497	70.4	215	10.1	415	19.5	2,127	100.0
HS/GED	45,041	48.4	18,434	19.8	29,619	31.8	93,094	100.0
Vocational Education	36,088	38.6	31,339	33.5	26,103	27.9	93,530	100.0
Adults w/ Disabilities	18,891	87.9	1,194	5.6	1,387	6.5	21,472	100.0
Health & Safety	5,246	55.4	2,077	22.0	2,134	22.6	9,457	100.0
Home Economics	10,104	70.6	3,158	22.1	1,049	7.3	14,311	100.0
Parent Ed.	13,491	50.2	8,047	29.9	5,344	19.9	26,882	100.0
Older Adults	66,519	78.3	13,347	15.7	5,054	6.0	84,920	100.0
Overall	363,690	61.3	135,927	22.9	93,918	15.8	593,535	100.0

Source: CASAS 2004

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%).

Table 14–C

Comparison Table of Innovation and Traditional Classroom Learner Status by Program (2002–2003)

Program	Retained at Same Level		Completed & Moved Up		Left After Completion		Total	
	N	%	N	%	N	%	N	%
IP ABE	136	73.6	33	18	16	8.6	185	100
Class ABE	17,535	68.3	3,409	13	4,707.00	18.4	25,651.00	100.0
IP ESL	14,979	56.6	8,733	33	2,749.00	10.4	26,461.00	100
Class ESL	149,278	67.2	54,707	25	18,106.00	8.2	222,091.00	100
IP Citizenship	19	34.5	20	36.4	16.00	29.1	55.00	100
Class Citizenship	1,497	70.4	215	10.1	415.00	19.5	2,127.00	100
IP ASE/GED	256	63	81	20	69.00	17	406.00	100
Class ASE/GED	45,041	48.4	18,434	20	29,619.00	31.8	93,094.00	100
IP Vocational Education	160	45.4	121	34.4	71.00	20.2	352.00	100
Class Vocational Education	36,088	38.6	31,339	34	26,103.00	27.9	93,530.00	100
IP Adults w/ Disabilities	21	75	1	3.6	6.00	21.4	28.00	100
Class Adults w/ Disabilities	18,891	87.9	1,194	5.6	1,387.00	6.5	21,472.00	100
IP Health & Safety	10	62.5	2	12.5	4.00	25	16.00	100
Class Health & Safety	5,246	55.4	2,077	22	2,134.00	22.6	9,457.00	100
IP Home Economics	32	84.2	4	10.5	2.00	5.3	38.00	100
Class Home Economics	10,104	70.6	3,158	22.1	1,049.00	7.3	14,311.00	100
IP Parent Ed.	381	44.2	331	38.4	150.00	17.4	862.00	100
Class Parent Ed.	13,491	50.2	8,047	30	5,344.00	19.9	26,882.00	100
IP Older Adults	37	36.6	55	54.5	9.00	8.9	101.00	100
Class Older Adults	66,519	78.3	13,347	16	5,054.00	6	84,920.00	100

IP = Innovation Program
 Class = Classroom (traditional programs)

Work Related Outcomes

Among the learners identifying work related outcomes, 40.8% 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 15.6%.

Table 15

Reported Innovation Programs’ Learner Work Related Outcomes – 2002–2003

Work Related Outcomes	N	%
Got a Job	3,819	13.4
Retained Job	7,824	27.4
Met work-based project goal	839	2.9
Entered job training	626	2.2
Entered apprenticeship	100	0.4
Entered military	37	0.1
Acquired workforce readiness skills	4,439	15.6
Reduced public assistance	196	0.7
Other	8,124	28.5

Source: CASAS 2004

Personal Outcomes

Almost twenty percent (19.7%) of the learners identifying personal outcomes said that they have increased their involvement in their children’s education while 14.3% said they had increased their involvement with their children’s literacy activities. Meeting a personal goal(s) accounts for 61.9% of the responses. The “other” category accounts for 24.3%.

Table 16–A

Reported Innovation Programs’ Learner Personal Outcomes – 2002–2003

Personal/Family Outcomes	N	%
Increased involvement in children's education	5,606	19.7
Increased involvement in children's literacy activities	4,089	14.3
Met other family goal	5,686	19.9
Met personal goal	17,632	61.9
Other	6,917	24.3

Source: CASAS 2004

In contrast only 12.3% of the traditional classroom learner’s reported increased involvement in his or her children’s education while 64.6% stated that their personal outcomes were “meeting personal goals.”

Table 16–B

Reported Traditional Classroom Programs’ Learner Personal Outcomes – 2002–2003

Personal/Family Outcomes	N	%
Increased involvement in children's education	72,878	12.3
Increased involvement in children's literacy activities	48,688	8.2
Met other family goal	93,689	15.8
Met personal goal	383,663	64.6
Other	160,956	27.1

Source: CASAS 2004

Community Outcomes

Learners reporting community outcomes identified increased community involvement in 30.4% of the cases and “other” outcomes in 34.1% of the responses. It is difficult to know how much importance to put in this self reported information. Over time and with large numbers it is a useful measure of increased community participation.

Table 17

Reported Innovation Programs’ Learner Community Outcomes – 2002–2003

Community Outcomes	N	%
Achieved U.S. citizenship skills	1,378	4.8
Registered to vote or voted first time	263	0.9
Increased involvement in community	8,664	30.4
Other	9,707	34.1

Source: CASAS 2004

Educational Outcomes

Learners reporting educational outcomes identified the mastery of course competencies (29.9% versus 29.1% in the previous year) and gained computer/tech skills (14% versus 11.7% in the previous year) the most often. Over thirteen percent (13.5%) reported passing the GED, earning a certificate or high school diploma as their educational goal.

The “other” category accounts for over thirty two percent of the responses (32.0%) and provides little information regarding what the respondents had in mind.

Table 18

Reported Innovation Programs’ Learner Educational Outcomes – 2002–2003

Educational Outcomes	N	%
Returned to K-12	301	1.1
Passed GED	507	1.8
Earned Certificate	2,651	9.3
Earned High School diploma	675	2.4
Entered college	637	2.2
Entered training program	436	1.5
Gained computer/tech skills	3,991	14.0
Mastered course competencies/Education Plan	8,534	29.9
Other	9,134	32.0

Source: CASAS 2004

Reading Pretest Scores

The following tables are taken from CASAS test data. The reader can observe the comparatively smaller number of tested learners to enrolled learners.¹⁶ 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 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 level 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 to receive 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.

¹⁶ 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.

Table 19–A

Innovation Programs' Participant Reading Pretest Mean Scores – 2002–2003¹⁷

CASAS Reading Score Range	Mean Score	N	%
ABE/ASE			
181-200	--	3	1.7
201-210	--	11	6.1
211-220	--	14	7.7
221-235	229.4	92	50.8
236-245	240.4	51	28.2
246+	--	10	5.5
ABE/ASE Overall	230.6	181	100.0
ESL/ESL-Cit			
<=180	173.5	805	2.8
181-200	193.3	5,399	18.5
201-210	205.5	10,141	34.6
211-220	216.1	5,368	18.4
221-235	227.1	6,556	22.4
236-245	239.6	707	2.4
246+	248.5	260	0.9
ESL/ESL-Cit Overall	210.4	29,236	100.0

Source: CASAS 2004

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 207.1. ABE / ASE Innovation Program participants were slightly lower than the adult school classroom programs (230.6.3 to 230.7) while the ESL/ESL–Citizenship Innovation Program learners' mean scores were higher (210.4 to 207.1).

¹⁷ 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 2002 – 2003

CASAS Reading Score Range	Mean Score	N	%
ABE/ASE			
<=200	184.2	1,659	2.7
201-210	206.4	2,851	4.6
211-220	216.6	6,588	10.6
221-235	229.0	29,050	46.8
236-245	240.1	14,063	22.7
246+	250.8	7,794	12.6
ABE/ASE Overall	230.7	62,005	100.0
ESL/ESL-Cit			
<=180	173.4	13,916	4.8
181-200	192.8	77,811	26.7
201-210	205.2	93,264	32.1
211-220	215.9	45,639	15.7
221-235	227.1	50,459	17.3
236-245	239.7	7,256	2.5
246+	249.0	2,682	0.9
ESL/ESL-Cit Overall	207.1	291,027	100.0

Source: CASAS 2004

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 – 2002–2003

CASAS Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
< 180	--	--	--	18	1.8
181-200	192.8	204.5	11.7	344	34.1
201-210	205.4	212.5	7.1	277	27.3
211-220	215.0	219.6	4.6	243	24.0
221-235	225.1	228.2	3.1	126	12.5
236-245	--	--	--	3	0.3
ESL/ESL-Cit Overall					
	205.4	213.2	7.8	1,011	100.0

Source: CASAS 2004

For all adult education classroom programs the mean listening pretest score for ESL learners was 206.8. It was slightly lower for the Innovation Programs at 25.4.

Table 20–B

Traditional Classroom Programs’ Participant Listening Pretest Mean Scores – 2002–2003

CASAS Listening Score Range	Mean Score	N	%
ESL/ESL-Cit			
<=180	176.0	532	3.3
181-200	192.6	4,938	30.3
201-210	205.4	4,070	25.0
211-220	215.1	3,714	22.8
221-235	226.3	2,887	17.7
236-245	238.3	146	0.9
ESL/ESL-Cit Overall			
	206.8	16,287	100.0

Source: CASAS 2004

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 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 and 12.6 points respectively). The overall reading score mean gains (9.4) are encouraging, especially since we don’t know the number of hours of instruction for the tested learners. Research is currently being sponsored by CDLP to further investigate and compare CASAS score gains for distance learning students. This study examines in more detail students at 4 sites who are enrolled in traditional classroom

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programs in comparison to students enrolled in distance learning only. All of the students in this on-going study will have between 80 and 100 hours of instruction.

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

Table 21–A

Innovation Programs’ Participant Reading Score Mean Gains – 2002–2003

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 6.4 points for ABE/ASE learners and 9.4 points for ESL learners for all tested learners.

Table 21–B

Traditional Classroom Programs' Participant Reading Score Mean Gains – 2002–2003

CASAS Reading Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ABE/ASE					
< 200	180.2	192.9	12.7	576	4.5
201-210	206.5	221.8	15.3	723	5.6
211-220	216.6	226.2	9.6	1,580	12.3
221-235	228.9	234.6	5.7	7,002	54.4
236-245	239.9	242.7	2.8	2,979	23.2
ABE/ASE Overall	226.5	232.8	6.4	12,860	100.0
ESL/ESL-Cit					
< 180	173.1	196.0	22.9	4,462	4.4
181-200	193.0	204.6	11.6	25,751	25.4
201-210	205.3	215.2	9.9	33,953	33.4
211-220	215.9	223.3	7.3	16,691	16.5
221-235	227.0	231.9	4.8	18,200	18.0
236-245	239.6	241.5	2.0	2,282	2.3
ESL/ESL-Cit Overall	207.2	216.6	9.4	101,339	100.0

Source: CASAS 2004

Table 21–C shows the ESL/ESL–Citizenship 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 201–210 CASAS scoring ranges.

Table 21–C

Comparison Table of Innovation and Traditional Classroom Programs’ Participant Reading Score Mean Gains – 2002–2003

Reading Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
IP < 180	174.3	202.8	28.5	255	3.0
Class < 180	173.1	196.0	22.9	4,462	4.4
IP 181–200	193.5	206.1	12.6	1,554	18.1
Class 181–200	193.0	204.6	11.6	25,751	25.4
IP 201–210	205.5	216.2	10.6	3,218	37.6
Class 201–210	205.3	215.2	9.9	33,953	33.4
IP 211–220	216.1	223.2	7.1	1,555	18.2
Class 211–220	215.9	223.3	7.3	16,691	16.5
IP 221–235	227.2	231.6	4.5	1,801	21.0
Class 221–235	227.0	231.9	4.8	18,200	18.0
IP 236–245	240.0	240.5	0.5	183	2.1
Class 236–245	239.6	241.5	2.0	2,282	2.3

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 – 2002–2003

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 2004

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 – 2002–2003

CASAS Listening Scoring Range	Pretest Mean	Post-test Mean	Learning Gain Mean	N	%
ESL/ESL-Cit					
< 180	175.8	197.2	21.4	188	3.3
181-200	192.7	203.9	11.2	1,668	29.7
201-210	205.5	212.1	6.6	1,460	26.0
211-220	215.1	219.5	4.4	1,325	23.6
221-235	226.1	228.5	2.4	940	16.7
236-245	238.2	236.5	-1.7	38	0.7
ESL/ESL-Cit Overall	206.5	213.8	7.2	5,619	100.0

Source: CASAS 2004

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 – 2002–2003

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	175.8	197.2	21.4	188	3.3
IP 181–200	193.3	204.1	10.8	143	28.0
Class 181–200	192.7	203.9	11.2	1,668	29.7
IP 201–210	205.8	211.8	6.0	147	28.7
Class 201–210	205.5	212.1	6.6	1,460	26.0
IP 211–220	214.8	219.8	5.0	132	25.8
Class 211–220	215.1	219.5	4.4	1,325	23.6
IP 221–235	224.9	227.0	2.1	79	15.5
Class 221–235	226.1	228.5	2.4	940	16.7
IP 236–245	239.0	236.7	-2.3	3	0.6
Class 236–245	238.2	236.5	-1.7	38	0.7

IP = Innovation Program
 Class = Classroom (traditional programs)

Conclusions

Over the last nine years the California Innovation Program initiative and distance learning have become well accepted, vital 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 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 Innovation Program Initiative continues to provide 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,
- living in locations without convenient access to traditional classes,
- 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.

When comparing classroom data with the Innovation Programs, it is clear that the distance learning programs are particularly successful in providing ESL learning opportunities.

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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 (91.9%) in 2002 – 2003. Los Angeles County adult schools dominate the enrollment statistics (77.8%). Women represent two thirds (65.8%) of the basic education participants in the 2002 – 2003 Innovation Programs.

In 2002 – 2003 age group participation was balanced between the 21–30 (30.3%) and the 31–40 (31.1%) age groups. Hispanics accounted for 71.7% (60.2% in the previous year) of the enrollments with Asians representing 16.7% (21.3% in the previous year). Spanish accounted for 71.7% of the primary language spoken in 2002 – 2003 (66.6% in the previous year).

Over 44% of the Innovation Programs participants reported having nine or less years of schooling. About half (49%) of the 2002 – 2003 Innovation Program participants reported having no earned degrees with 27.5% having high school diplomas or GEDs. Over 21% of the ESL learners were at the beginning or beginning literacy levels at the time of entry and 53.1% were determined to be at the intermediate levels.

Over 64.35% of all the learners reported that improving basic skills or their English skills were their primary reasons for enrolling in 2002 – 2003. Improving their basic skills was the second most popular reason at a distant 14.6%.

The Innovation Programs ESL participant progress was better than adult school classroom programs for the same period in all categories (Table 13–C). Overall Innovation Program ESL/ESL citizenship programs' reading mean learning gains and ESL/ESL citizenship listening gains for the most part were better than the classroom programs.

Tested learners in the Innovation Programs' ESL/ESL–Citizenship programs showed higher mean reading gains for the <180, 181–200, and 211–220 CASAS scoring ranges than the traditional classroom learners. Comparative listening score mean gains show a mixed picture between the Innovation Programs and the classroom based learning.

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 expected to be tracked 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. It is not standardized for programs other than ESL, ABE and GED / ASE.

The Innovation Programs continue to meet the three crucial benefit–cost criteria necessary to be accepted by adult education providers 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. Common sense tells us that the programs would not be offered if they are not cost effective.

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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 fourth year that these same summary conclusions have been reached. This indicates the continued success of the Innovation Program 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 dual learning when combined with classroom instruction. Both interventions are useful and appropriate. However, we would like to draw more informed conclusions about them. A separate study of student progress is examining this program design question.

Another area for future R & D is to find effective ways to form consortia or other methods to bring Innovation Programs via distance learning to more remote locations and smaller adult education programs.

Reports from participating adult education sites have also indicated numerous other 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 or dual 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 introduced the possibilities of multi-media learning to classroom teachers.

It clearly is time to recognize and acknowledge that after nine years these Innovation Programs can no longer be considered “demonstrations” or innovative. Learner advancement and the awarding of ADA are based on measures of proficiency – not seat time. This outcomes based approach is in keeping with adult education trends. It is time to more fully integrate the innovative distance learning programs into the overall adult school instructional strategies based on the needs of the individual learners.