



	N	%	N
3500	11,461	47.7	23,784
	2,225	5.3	8,111

Student Progress and Goal Attainment Report

Adult School Programs in California
1998-99

Prepared for the California Department of Education by **CASAS**

Prepared by CASAS

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Acknowledgments

This report was prepared by CASAS for state and federal program accountability. We are grateful to the personnel in adult school agencies in California who collected information from and administered tests to learners enrolled in many diverse educational programs. This report was made possible through their diligence and cooperation.

The members of the Data and Accountability Work Group, convened by the California Department of Education, deserve special thanks for their dedication and commitment to this project throughout the year. Their foresight was invaluable in predicting the information necessary for state and federal program accountability needs and for providing field-based suggestions assisting agencies with the data collection process. They assisted in the development of the data elements, data collection forms, uniform definitions, and identified training needs. In addition, this work group provided suggestions for reporting of the data to students, instructors, administrators, community groups, and legislators. The members of this Data and Accountability Work Group include staff from CDE and field-based representatives. The California Department of Education Staff includes Joan Polster, manager, Adult Education Office and Richard Stiles, project monitor, Adult Education Office. The field-based representatives include Noreen Hanna, principal, Napa Adult School, Napa Valley Unified School District; Sue Lytle-Gilmore, principal, Fremont School for Adults and A. Warren McClaskey Adult Center, Sacramento City Unified School District; Lanny Nelms, principal, Friedman Occupational Center, Los Angeles Unified School District; Irv Rem, assistant superintendant, Hacienda-La Puente Unified School District and Sandra Steiger, principal, Milpitas Adult Education Programs, Corrections Education Programs, Milpitas Unified School District.

CASAS would also like to thank the Staff Development Institute (SDI), Outreach and Technical Assistance Network (OTAN), and the CASAS trainers for their collaborative efforts to provide training to agency representatives statewide. SDI provided outstanding trainers and was instrumental in scheduling the training sessions. Both SDI and OTAN were partners in the development of the training videotape provided to every adult school agency. Their efforts are appreciated and contributed to the successful implementation of data collection procedures.

The report was designed and written by a team at CASAS composed of Rich Van Heertum, Dennis Johnston, Andrew Evans, Matthew Cloney, Glen Ochoa, Pat Rickard, Lori Coogan, Teri Merry, and Jennifer Miller. Sallie Saltzman created the report cover design. Sallie Saltzman, Ardis Breslauer, Autumn Keltner, Linda Taylor, and Nancy Taylor designed the graphics and layout. Pat Rickard, Teri Merry, and Nancy Taylor handled editing duties.

This report was completed due to the hard work, dedication, and professionalism of all Data and Accountability Work Group and CASAS team members. Their efforts are truly appreciated.

Chapter I. An Overview of Adult School Programs in California

This report presents the results of data gathered from students in California adult schools for state fiscal year 1998-99. Chapter 1 contains information about California adult school programs and CASAS. It discusses the learner population, instruments, and data collection method. The chapter then presents a report overview with chapter content highlights.

Data Highlights

- Data from 189,047 Student Entry Records were obtained from learners in ABE, ESL, Citizenship, High School/GED, Vocational Education, Adults with Disabilities, Health & Safety, Home Economics, Parent Education and Older Adult programs.
- 238 adult schools submitted data on their learners.

BACKGROUND

California Adult School Education Programs

School district adult schools serve 82.3 percent of the 1.79 million adult education learners in California, with ten funded program areas to provide a diversity of educational opportunities to meet adult learner needs. The ten program areas are Adult Basic Education (ABE), English as a Second Language (ESL), Citizenship, Vocational Education, Parent Education, Adults with Disabilities, Home Economics, Older Adults, Health and Safety, and High School Diploma and General Education Development (GED) certification programs. Beginning in the fall of 1997, the California Department of Education (CDE) requested that all adult school programs in California voluntarily collect demographic, learner goal, learner results and goal attainment data from all learners in five of the ten mandated program areas (ABE, ESL, Citizenship, Vocational Education and High/School/GED). This year, on a pilot project basis, data was also collected for the other five programs listed above.

About CASAS

CDE contracts with CASAS to collect assessment data from each adult education provider and to aggregate statewide data for reporting purposes. CASAS is a non-profit organization that provides curriculum management, assessment, and evaluation systems to adult education and training programs in the public and private sectors. CASAS was established by a consortium of California agencies to provide a curriculum-based assessment system relevant to the functional life skills needs of adults.

CASAS includes more than 140 standardized assessment instruments that measure functional reading, math, listening, speaking, and higher-order thinking skills in everyday adult life and work contexts. The key components of the system are the validated *CASAS Competency List*, the *CASAS Instructional Materials Guide*, CASAS nationally validated assessment instruments, implementation guides, training, and TOPSpro (Tracking of Programs and Students) software.

CDE has used the CASAS system for more than 20 years to provide a comprehensive, statewide database of adult learner demographic and goal attainment data, including learning gains. By utilizing this system, educational programs are able to report learner assessment results from standardized assessments and to document other learners' goal attainment and trend data. This standardized system allows data from a variety of learners and agencies to be aggregated and then

utilized in producing statewide reports. In addition, individual agencies have access to reporting tools for producing agency reports for use with their students, teachers, and administrators. The system enhances accountability efforts within and among the funded adult education programs, enabling the agencies to meet program improvement goals on a long-term basis as required by the state plan.

LEARNER POPULATION AND DATA COLLECTION METHODS

The California Adult School Total Enrollment Population

A group of 238 California adult schools participated in the request from CDE to collect data on learners. From these agencies, a total of 189,047 Student Entry Records were collected from learners enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), Citizenship, Vocational Education, Adults with Disabilities, Health and Safety, Home Economics, Parent Education, Older Adult and High School/GED programs.

Data Collection Forms

CDE required all agencies to collect information from learners using the Student Entry Record and the Student Update Record. The Student Entry Record collects information on demographics, reasons for enrollment, instructional program, and instructional level. The Student Update Record collects information on hours of instruction, instructional level, progress, learner results, and reasons for early exit. In most cases, students, teachers, or a combination of the two, fill out the forms.

CASAS distributed these elements to all adult schools during August 1998, with each of the instruments utilizing a scannable format. In addition, CASAS provided a copy of TOPSpro 2.3 to all agencies that chose to scan and utilize their own agency data. TOPSpro software reads the data and provides agencies with a variety of report options to summarize learner information for students, instructors, and administrators. Agencies using TOPSpro exported their data to CASAS for inclusion in statewide data aggregation. Agencies not using TOPSpro mailed the scannable forms to CASAS, where they were subsequently scanned. All data were aggregated from TOPSpro disks and forms mailed to CASAS.

METHODOLOGY

CASAS requested California adult schools to collect Student Entry Record information on all learners enrolled and attending from the beginning of their fall semesters to October 31, 1998. CASAS then asked agencies to obtain progress-related data utilizing the Student Update Record on the same group of learners who completed a Student Entry Record. Data were collected from ABE and ESL learners at the end of the class, course, or term, but no later than March 31, 1999. Data for all other programs were submitted no later than June 30, 1999.

REPORT OVERVIEW

Included below are brief descriptions of the contents of each chapter.

- **Chapter 2** presents key demographic information, program, and learner data.
- **Chapter 3** reports reasons for enrollment and goal attainment data.
- **Appendices** contain tables with additional detailed information.

All data presented are for the fiscal year 1998-99. Since this is only the second year of collecting data from all adult schools in California, and the first year with the more expansive list of programs examined, limited trend data will be included.

Chapter II. Program and Learner Information: Who Are our Students and in What Types of Programs Are They Enrolling?

Chapter 2 provides information about program services and individuals served in California's adult school programs. This chapter consists of data from learners enrolled in California adult school programs during the census period from the beginning of the fall semester through October 31, 1998. Data were collected from learners in ABE, ESL, Citizenship, High School/GED, Home Economics, Parent Education, Adults with Disabilities, Health and Safety, Older Adults and Vocational Education.

Data Highlights

- ESL provided the largest percentage of adult school learners (63.6 percent) followed by HS/GED (11.9 percent), Vocational Education (11.6 percent) and ABE (7.8 percent) programs.
- ABE had 51.3 percent and ESL 63.5 percent of learners at the beginning levels upon entry in a program.
- California's adult school programs served more female (60.7 percent) than male students.
- Close to half (46.9 percent) of all adult learners enrolled during 1998-99 were between the ages of 21 and 40.
- Hispanic learners represented 60.1 percent of all enrollments for this instructional period, followed by whites at 17.1 percent.
- More than half (52.7 percent) of enrolled learners reported having earned no degree upon entry into a program.
- Among adult learners, 9,193 or 4.8 percent of the total enrollment population, reported receiving public assistance through either TANF/GAIN or other welfare services.
- The most frequently cited primary reasons for enrollment among ABE learners were "improve skills" (31.2 percent), "High School Diploma/GED" (30.4 percent), "communication" (15.3 percent), and "Personal or Family" reasons (13.5 percent).
- The most frequently cited primary reasons for enrollment among ESL learners were "communication" (39.4 percent), "improve skills" (18.2 percent), "get a job" (10.9 percent) and "Personal or Family" (9.1 percent).
- The most frequently cited primary reasons for enrollment for HS/GED learners were "High School Diploma/GED" (82.2 percent), "improve skills" (6.2 percent), and "Personal or Family" (3.4 percent).
- The most frequently cited primary reason for enrollment among Citizenship learners was citizenship (79.7 percent).
- The most frequently cited primary reasons for enrollment by Vocational Education learners were "improve skills" (43.3 percent) and "get a job" (21.2 percent).

PROGRAM INFORMATION

Program information includes instructional program, instructional level, and special program status. Instructional program, instructional level, and special program status data were provided by instructors and learners on the Student Entry Record form completed for each learner.

Instructional Program

A sample of 189,047 learners enrolled in California adult schools completed Student Entry Record forms. The largest percentage of learners, 63.6 percent, was served by English as a Second Language (ESL) programs, with 11.9 percent in High School/GED, 11.6 percent in Vocational Education, 7.8 percent in Adult Basic Education (ABE), and .5 percent in Citizenship programs. These percentages are quite similar to those from 1997-98, although the number of programs included has increased to include Adults with Disabilities, Health and Safety, Home Economics, Parent Education and Older Adult classes. See table 2.1 for data on other programs.

The proportion of learners in the sample served by the ten instructional programs was distributed in a manner not wholly congruent with the state enrollment figures for 1997-98 (the last year of data available). This implies that the sample is not fully representative of the state population across the various instructional programs. However, it should be noted that all data reported on the sample is broken out by instructional program, and that the sample sizes for all instructional programs are large enough to be considered representative of the larger populations; except in the case of Home Economics, where the result should be analyzed with caution due to the low sample size. It is also worth noting that the state enrollment figures included are for 1997-98, serving only as approximate figures for the 1998-99 school year, and are thus not necessarily an accurate portrayal of the current proportionality.

In California adult schools for 1997-98, 154,535 learners (6.4 percent) were enrolled in ABE programs, 883,117 learners (36.6 percent) were enrolled in ESL, 357,009 learners (14.8 percent) were enrolled in High School/GED, 75,104 learners (3.1 percent) were enrolled in Citizenship, 323,258 learners (13.4 percent) in Vocational Education, 97,159 learners (4.0 percent) in Adults with Disabilities, 34,973 learners (1.4 percent) in Health and Safety, 31,596 learners (1.3 percent) in Home Economics, 143,289 learners (5.9 percent) in Parent Education, 317,821 learners (13.1 percent) in Older Adults programs.

Table 2.1 Learner Distribution by Instructional Program (1998-99)

Program	N	%
ABE	14,760	7.8
ESL	120,186	63.6
HS/GED	22,585	11.9
Citizenship	945	0.5
Vocational Education	21,891	11.6
Adults w/Disability	3,336	1.8
Health & Safety	1,217	0.6
Home Economics	147	0.1
Parent Ed.	1,860	1.0
Older Adults	2,120	1.1
Total	189,047	100.0

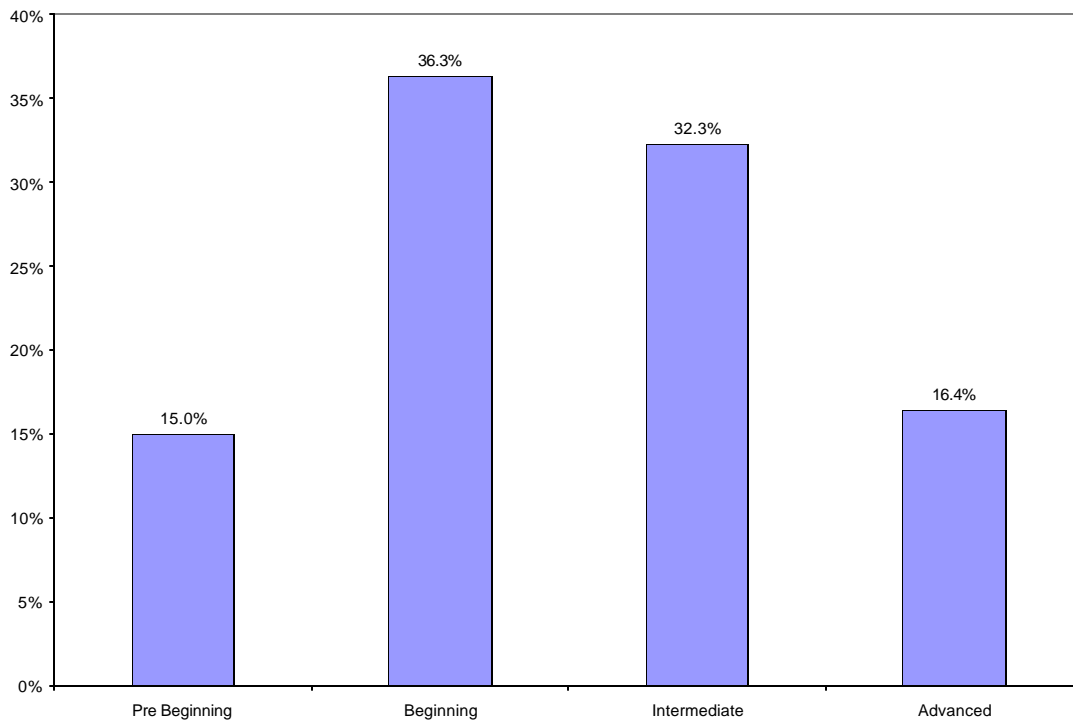
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Instructional Level

Student Entry Record data obtained on learners indicates the level at which ABE and ESL learners were functioning at the beginning of the census period, which occurred at the beginning of a class or after minimal instruction. Figure 2.2 presents instructional level data for ABE learners and figure 2.3 for ESL learners.

The ABE data show 15.0 percent of ABE participants at the pre-beginning level, 36.3 percent at the beginning level, 32.3 percent at the intermediate level, and the remaining 16.4 percent at the advanced level. While the combined levels of pre-beginning and beginning have remained relatively similar in comparison with 1997-98 (51.3 versus 48.5 percent) the percentage of learners at the lowest level has dropped 56 percent, from 23.4 to 15 percent, demonstrating an overall increase in the skill level upon entry among the ABE population. See figure 2.1.

Figure 2.1 ABE Students' Instructional Level upon Entry into Program (1998-99)

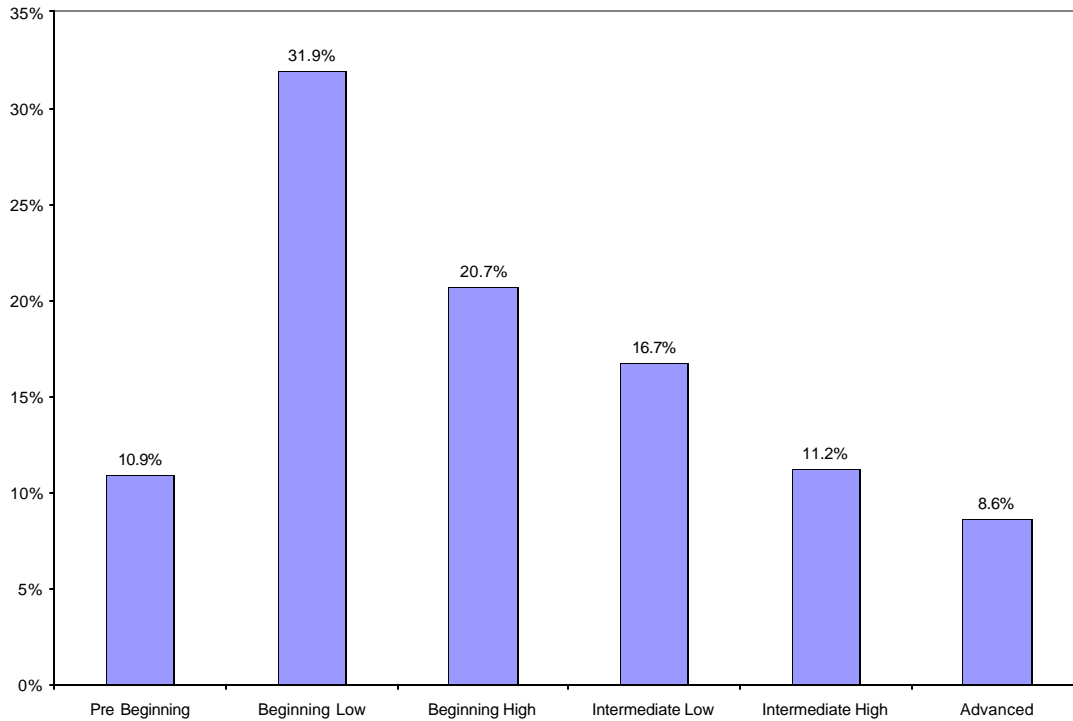


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Note: $N = 10,557$

Among ESL learners, 63.5 percent started programs at one of the three beginning levels, with 52.6 percent at the beginning low or beginning high levels and 10.9 percent at the pre-beginning literacy level. A comparison of the data with 1997-98 shows that the percentages across all instructional levels vary by less than one percentage point except the beginning low level, where the percentage rose from 30.6 to 31.9. As was the case in 1997-98, a significantly lower proportion of ESL learners scored at the advanced level than did ABE learners (8.6 percent vs. 16.4 percent, respectively). See figure 2.2 below for all instructional level data.

Figure 2.2 ESL Students' Instructional Level upon Entry into Program (1998-99)



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Note: N = 113,855

LEARNER INFORMATION

Instructors and learners provided student information on the Student Entry Record form. Information detailed in this summary includes gender, age, ethnic background, years of education, and highest degree earned.

Gender

In 1998-99, California's adult school programs served more female (60.7 percent) than male learners, in line with data for 1997-98 (60.8 percent female). Females students were the majority in eight of the ten instructional programs, with the two departures being Adults with Disabilities and Health and Safety programs -- where slightly more than 50 percent of men made up the population. See table 2.2 below.

Table 2.2 Gender Distribution by Instructional Program (1998-99)

	Female %	Male %	Total
ABE	58.3	41.7	13,458
ESL	61.2	38.8	110,775
HS/GED	54.6	45.4	21,687
Citizenship	58.4	41.6	877
Vocational Ed.	65.8	34.2	20,883
Adults w/Disability	49.2	50.8	3,123
Health & Safety	48.8	51.2	1,190
Home Economics	75.7	24.3	136
Parent Ed.	75.4	24.6	1,738
Older Adults	70.5	29.5	1,923
Total	60.7	39.3	175,790

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Age

Close to half (46.9 percent) of adult learners across all instructional programs were between the ages of 21 and 40, with 20.5 percent over the age of 65. As would be expected, High School/GED programs served the highest percentage (40.9) of learners under the age of 21 and Older Adult programs served the highest percentage of learners over the age of 50, 87.0 percent. These results are very similar to the age breakdown for 1997-98. See table 2.3 for further comparisons.

Table 2.3 Age Distribution by Instructional Program (1998-99)

Age	<u>ABE</u>		<u>ESL</u>		<u>HS/GED</u>		<u>Citizenship</u>		<u>Vocational Education</u>		<u>Adults w/ Disabilities</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
16-20	1,816	13.9	6,338	5.9	8,727	40.9	24	2.8	1,445	7.0	28	0.9
21-30	4,068	31.2	35,140	32.5	7,258	33.9	93	10.8	5,225	25.5	521	17.3
31-40	3,541	27.1	30,476	28.3	3,397	15.9	241	28.1	5,111	24.9	850	28.2
41-50	2,133	16.3	18,216	16.9	1,329	6.2	230	26.8	4,371	21.3	787	26.1
51-60	1,009	7.7	10,825	10.0	471	2.2	192	22.4	3,046	14.8	456	15.1
65+	490	3.8	6,881	6.4	203	0.9	78	9.1	1,324	6.5	375	12.4
Total	13,057	100.0	107,876	100.0	21,385	100.0	858	100.0	20,522	100.0	3,017	100.0

Age	<u>Health & Safety</u>		<u>Home Economics</u>		<u>Parent Ed</u>		<u>Older Adults</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
16-20	69	6.0	1	0.7	24	1.4	7	0.4	18,479	10.8
21-30	388	33.6	5	3.7	252	15.0	28	1.8	52,978	30.9
31-40	409	35.3	27	20.0	998	59.4	59	3.8	45,109	26.4
41-50	216	18.7	27	20.0	357	21.3	110	7.0	27,776	16.2
51-60	60	5.2	44	32.6	42	2.5	238	15.2	16,383	9.6
65+	14	1.2	31	23.0	6	0.4	1,120	71.8	10,522	6.1
Total	1,156	100.0	135	100.0	1,679	100.0	1,562	100.0	171,247	100.0

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Ethnic Background

The majority of adult school learners for 1998-99 were Hispanic (60.1 percent), followed by whites (17.1 percent), Asians (16.0 percent), and Blacks (3.7 percent). Comparing the ethnic makeup of classes with 1997-98, the data show Hispanic proportions have remained relatively stable (60.4 percent last year), but white populations have increased from 1997-98 (14.5 percent). Hispanic learners were the highest percentage served by ABE, ESL, HS/GED, and Citizenship programs, while all other program served a largely white population. See table 2.4 for other comparisons of the ethnic backgrounds within each instructional program.

Table 2.4 –Ethnicity by Instructional Program (1998-99)

Ethnicity	ABE		ESL		HS/GED		Citizenship		Vocational Education		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	3,216	23.0	7,225	6.4	5,550	25.4	70	7.9	9,319	44.0	2,075	68.8
Hispanic	7,812	56.1	80,298	70.8	10,955	50.0	649	73.2	6,487	30.6	476	15.8
Asian	1,191	8.5	23,746	20.9	1,254	5.7	128	14.4	1,981	9.3	96	3.2
Black (Non-Hispanic)	1,119	8.0	660	0.6	2,258	10.3	10	1.1	1,850	8.7	294	9.8
Pacific Islander	80	0.6	144	0.1	277	1.3	0	0.0	196	0.9	8	0.3
Filipino	238	1.7	514	0.5	669	3.1	26	2.9	775	3.7	58	1.9
Native American	296	2.1	832	0.7	889	4.1	4	0.5	585	2.8	7	0.2
Native Alaskan	3	0.0	16	0.0	11	0.1	0	0.0	7	0.0	1	0.0
Total	13,955	100.0	113,435	100.0	21,863	100.0	887	100.0	21,200	100.0	3,015	100.0

Ethnicity	Health & Safety		Home Economics		Parent Ed		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	555	46.1	80	55.9	1,093	61.6	1,577	79.9	30,760	17.1
Hispanic	311	25.9	29	20.3	386	21.7	103	5.2	107,506	60.0
Asian	25	2.1	19	13.3	163	9.2	53	2.7	28,656	16.0
Black (Non-Hispanic)	245	20.4	7	4.9	71	4.0	176	8.9	6,690	3.7
Pacific Islander	2	0.2	0	0.0	10	0.6	3	0.2	720	0.4
Filipino	17	1.4	7	4.9	18	1.0	49	2.5	2,371	1.3
Native American	47	3.9	1	0.7	34	1.9	10	0.5	2,705	1.5
Native Alaskan	0	0.0	0	0.0	0	0.0	2	0.1	40	0.0
Total	1,202	100.0	143	100.0	1,775	100.0	1,973	100.0	179,448	100.0

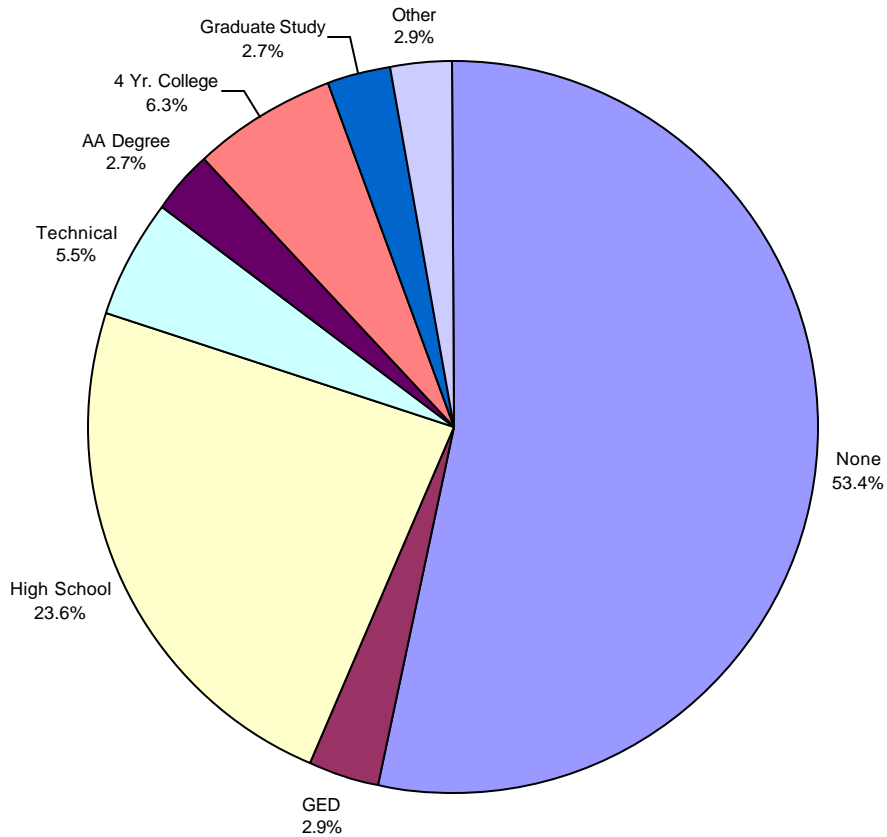
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It is evident from 2.4 that the majority of whites and Filipinos tended to concentrate on vocational education programs. Hispanics and Asians are predominately enrolled in ESL. Blacks, Pacific Islanders, Native Alaskans and Native Americans, on the other hand, are concentrated in High School/GED and ESL programs.

Highest Degree Earned

California's adult school programs served individuals with little prior education. More than one-half (53.4 percent) of program learners had no high school diploma or other educational certificate, similar to the 52.2 percent from 1997-98. The total number of learners with a high school diploma or GED Certificate (26.5 percent) dropped slightly from last year's combined percentage of 30.4. See figure 2.3 below for additional information.

Figure 2.3 Highest Degree Earned by Learners Enrolled In Adult Education Programs (1998-99)



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Note: $N = 167,064$

Highest Degree Earned by Instructional Program

Five of the ten instructional programs enrolled the majority of their learners with no formal degree (ABE 64.6 percent; ESL 52.8 percent; High School/GED 94.3 percent; Citizenship 59.9 percent; and Adults with Disabilities 58.5 percent). The remaining programs enrolled a majority of learners with some formal degree or diploma (Vocational Education 81.3 percent; Health and Safety 63.7 percent; Home Economics 89.9 percent; Parent Education 86.3 percent; and Older Adults, 84.5 percent). See table 2.5.

Table 2.5 Highest Degree Earned by Instructional Program (1998-99)

	<u>None</u>		<u>GED</u>		<u>High School</u>		<u>Technical</u>		<u>AA Degree</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ABE	8,563	64.6	314	2.4	2,657	20.0	592	4.5	210	1.6
ESL	56,635	52.8	2,978	2.8	25,970	24.2	6,151	5.7	2,323	2.2
Citizenship	511	59.5	19	2.2	170	19.8	44	5.1	9	1.0
HS/GED	17,421	92.2	0	0.0	0	0.0	571	3.0	113	0.6
Vocational Ed.	3,797	18.7	1,422	7.0	8,696	42.9	1,543	7.6	1,506	7.4
Adults w/ disabilities	1,560	58.5	5	0.2	789	29.6	20	0.8	39	1.5
Health & Safety	422	36.3	119	10.2	324	27.9	87	7.5	39	3.4
Home Economics	14	10.1	0	0.0	48	34.5	2	1.4	16	11.5
Parent Education	235	13.7	55	3.2	348	20.3	65	3.8	104	6.1
Older Adults	138	15.5	10	1.1	356	40.0	43	4.8	103	11.6
Total	89,296	53.5	4,922	2.9	39,358	23.6	9,118	5.5	4,462	2.7

	<u>4 Yr College</u>		<u>Grad Study</u>		<u>Other</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ABE	438	3.3	0	0.0	486	3.7	13,260	7.9
ESL	7,006	6.5	2,911	2.7	3,252	3.0	107,226	64.3
Citizenship	53	6.2	33	3.8	20	2.3	859	0.5
HS/GED	280	1.5	135	0.7	370	2.0	18,890	11.3
Vocational Ed.	1,971	9.7	933	4.6	395	1.9	20,263	12.1
Adults w/ disabilities	45	1.7	5	0.2	202	7.6	2,665	1.6
Health & Safety	127	10.9	32	2.8	11	0.9	1,161	0.7
Home Economics	32	23.0	21	15.1	6	4.3	139	0.1
Parent Education	489	28.6	379	22.2	36	2.1	1,711	1.0
Older Adults	137	15.4	87	9.8	16	1.8	890	0.5
Total	10,578	6.3	4,536	2.7	4,794	2.9	167,064	100.0

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Special Programs

The questionnaires indicated that learners should mark all special programs in which they were enrolled, so multiple marks were allowed. The total number of learners on public assistance is estimated by adding the TANF/GAIN count with the other public assistance count. The total number of learners indicating one or both of these programs was 9,193 representing 4.8 percent of the total learner population, a drop of 22.6% from last years figure of 6.2 percent. ABE learners were more likely to have received services from a special program than the other provider types, with higher percentages of enrollments in eight of the ten programs presented below. See table 2.6.

Table 2.6 –Special Programs Enrollment by Instructional Program (1998-99)

Special Program	ABE		ESL		HS/GED		Citizenship		Vocational Education		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%
TANF/GAIN	436	11.5	3,100	30.0	731	31.2	10	32.2	763	19.9	0	0.0
JTPA	78	2.1	170	1.6	113	4.8	0	0.0	365	9.5	0	0.0
Correctional Ed.	34	0.9	381	3.7	56	2.4	0	0.0	36	0.9	0	0.0
Jail	516	13.6	383	3.7	586	25.0	1	3.2	1,731	45.0	1	0.0
Special Education	1,915	50.7	275	2.7	128	5.5	2	6.5	122	3.2	2,399	97.4
Homeless	17	0.4	23	0.2	21	0.9	0	0.0	64	1.7	1	0.0
Family Literacy	222	5.9	1,004	9.7	31	1.3	0	0.0	19	0.5	0	0.0
Workplace Education	91	2.4	185	1.8	89	3.8	2	6.5	246	6.4	62	2.5
Distance Learning	24	0.6	1,647	15.9	17	0.7	1	3.2	18	0.5	2	0.1
5% Projects	94	2.5	439	4.2	3	0.1	0	0.0	46	1.2	0	0.0
Other Public Asst.	357	9.4	2,744	26.5	570	24.3	15	48.4	432	11.2	1	0.0
Total	3,784	100.0	10,351	100.0	2,345	100.0	31	100.0	3,842	100.0	2,466	100.0

Special Program	Health & Safety		Home Economics		Parent Ed		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
TANF/GAIN	0	0.0	0	0.0	5	1.2	0	0.0	5,045	20.5
JTPA	1	0.1	0	0.0	1	0.2	0	0.0	728	3.0
Correctional Ed.	0	0.0	0	0.0	3	0.7	0	0.0	510	2.1
Jail	892	94.9	2	66.7	324	74.7	0	0.0	4,436	18.0
Special Education	38	4.0	0	0.0	10	2.3	382	97.2	5,271	21.4
Homeless	1	0.1	0	0.0	25	5.8	0	0.0	152	0.6
Family Literacy	1	0.1	0	0.0	34	7.8	0	0.0	1,311	5.3
Workplace Education	1	0.1	1	33.3	1	0.2	7	1.8	685	2.8
Distance Learning	0	0.0	0	0.0	0	0.0	2	0.5	1,711	7.0
5% Projects	0	0.0	0	0.0	11	2.5	0	0.0	593	2.4
Other Public Asst.	7	0.7	0	0.0	20	4.6	2	0.5	4,148	16.9
Total	941	100.0	3	100.0	434	100.0	393	100.0	24,590	100.0

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Reasons for Enrollment

A portion of the Student Entry Record solicited information regarding the primary and secondary reasons learners had for enrolling in one of the ten instructional programs. Tables 2.7 through 2.12 show learner reasons for enrollment broken out by instructional program.

ABE: For learners in ABE programs, the most frequently cited primary reasons for enrollment were “improve skills” (31.2 percent), “high school diploma or GED” (30.4 percent), “communication” (15.3 percent), or “personal or family” reasons (7.9 percent). The most frequently cited secondary reasons for enrollment were “improve skills” (25.7 percent), “communication” (16.2 percent), “personal or family” reasons (15.5 percent), and “get a job” (14.3 percent). These endorsements differed from 1997-98 when the questionnaire had different predefined reasons indicated: ABE learners deemed “education” (43.1 percent) as the most important primary reason and “personal goal” as the secondary reason. See table 2.7 for all other comparisons.

Table 2.7 ABE Learners’ Primary and Secondary Reasons for Enrollment (1998-99)

ABE	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	4,221	30.4	1,239	9.2
Improve skills	4,331	31.2	3,440	25.7
Get job	793	5.7	1,924	14.3
Improve job	632	4.5	1,147	8.5
Personal or family	1,106	7.9	2,077	15.5
Citizenship	112	0.8	189	1.4
Communication	2,133	15.3	2,169	16.2
Enter post-sec.	41	0.3	140	1.0
Mandated	399	2.9	88	0.7
Military	20	0.1	98	0.7
None	26	0.2	597	4.4
Other	102	0.7	322	2.4
Total	13,916	100.0	13,430	100.0

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ESL: For learners in ESL programs, the most frequently cited primary reasons for enrollment were “communication” (39.4 percent), “improve skills” (18.2 percent), “get a job” (10.9 percent), and “personal or family” (9.1 percent). “Communication” was also indicated as the most important primary (43.9 percent) and secondary (26.1 percent) reason for ESL learners in 1997-98, with “education” second (24.4 and 17.7 percent, respectively); a response which has been broken out into “high school diploma or GED Certificate” and “enter post-secondary” for the 1998-99 Student Entry form. The most frequently cited secondary reasons for ESL enrollment were “communication” (30.7 percent), “personal or family” (15.2 percent), “improve skills” (14.2 percent), and “get a job” (13.8 percent). See table 2.8 for all other primary and secondary reasons for enrollment.

Table 2.8– ESL Learners’ Primary and Secondary Reasons for Enrollment (1998-99)

ESL	<u>Primary Reason</u>		<u>Secondary Reason</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
HS Dipl. or GED	7,556	6.8	4,251	3.9
Improve skills	20,115	18.2	15,456	14.2
Get job	12,046	10.9	14,980	13.8
Improve job	7,089	6.4	10,235	9.4
Personal or family	10,074	9.1	16,504	15.2
Citizenship	7,979	7.2	6,810	6.3
Communication	43,664	39.4	33,303	30.7
Enter post-sec.	596	0.5	864	0.8
Mandated	1,025	0.9	326	0.3
Military	57	0.1	164	0.2
None	71	0.1	4,695	4.3
Other	498	0.4	980	0.9
Total	110,770	100.0	108,568	100.0

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High School/GED: For learners in High School/GED programs, the most frequently cited primary reasons for enrollment were consistent with the focus of instruction: “Earn a high school diploma or GED Certificate” (82.2 percent), “improve skills” (6.2 percent), “personal or family” (3.4 percent), and “get a job” (2.3 percent). This is similar to the primary reason distribution for 1997-98, in which 73.7 percent chose “education” and 12.9 percent “personal goal.” The most frequently cited secondary reasons for enrollment for High School/GED learners for 1998-99 were “improve skills” (19.4 percent), “personal or family” (19.3 percent), and “get a job” (17.6 percent). See table 2.9 for all other reasons.

Table 2.9 High School/GED Learners’ Primary and Secondary Reasons for Enrollment (1998-99)

HS/GED	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	17,444	82.2	2,950	14.9
Improve skills	1,323	6.2	3,833	19.4
Get job	496	2.3	3,480	17.6
Improve job	374	1.8	1,859	9.4
Personal or family	727	3.4	3,824	19.3
Citizenship	15	0.1	66	0.3
Communication	236	1.1	465	2.4
Enter post-sec.	44	0.2	504	2.5
Mandated	326	1.5	200	1.0
Military	97	0.5	545	2.8
None	16	0.1	1,473	7.4
Other	135	0.6	578	2.9
Total	21,233	100.0	19,777	100.0

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Citizenship: As would be expected among learners in Citizenship programs, the most frequently cited primary reasons for enrollment was “citizenship” (79.7 percent). This is a jump from 1997-98 when 58.8 percent cited “citizenship” as the primary reason and 30.9 percent indicated “education.” “Communication” and “personal or family” (4.9 percent), and “high school diploma or GED” (4.8 percent) were also cited as important factors for this year. The most frequently cited secondary reasons for enrollment were “communication” (27.2 percent) “citizenship” (19.9 percent), and “improve skills” (16.3 percent). See table 2.10 for further results.

Table 2.10 Citizenship Learners’ Primary and Secondary Reasons for Enrollment (1998-99)

Citizenship	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	42	4.8	19	2.2
Improve skills	32	3.6	138	16.3
Get job	12	1.4	26	3.1
Improve job	4	0.5	27	3.2
Personal or family	43	4.9	107	12.6
Citizenship	701	79.7	169	19.9
Communication	43	4.9	230	27.2
Enter post-sec.	0	0.0	4	0.5
Mandated	1	0.1	0	0.0
Military	0	0.0	2	0.2
None	0	0.0	119	14.0
Other	1	0.1	7	0.8
Total	879	100.0	848	100.0

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Vocational Education: For learners in Vocational Education programs, the most frequently cited primary reasons for enrollment were “improve skills” (43.3 percent), “get a job” (21.2 percent), “personal or family” (13.9 percent), and “improve job” (9.3 percent). These primary reasons are similar to those for 1997-98 when “get a job” (29.3 percent) and “education” (24.4 percent) where the most frequently marked choices. Among secondary reasons for enrollment, the most widely indicated responses included “improve skills” (27.3 percent), “get a job” (22.2 percent), “personal or family”(20.4 percent), and “improve job” (15.4 percent). See table 2.11 for all other Vocational Education results.

Table 2.11 Vocational Education Learners’ Primary and Secondary Reasons for Enrollment (1998-99)

Vocational Ed.	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	980	4.8	230	1.2
Improve skills	8,783	43.3	5,399	27.2
Get job	4,301	21.2	4,375	22.2
Improve job	1,882	9.3	3,038	15.4
Personal or family	2,821	13.9	4,032	20.4
Citizenship	16	0.1	29	0.1
Communication	162	0.8	419	2.1
Enter post-sec.	11	0.1	32	0.2
Mandated	866	4.3	250	1.3
Military	10	0.0	36	0.2
None	17	0.1	1,077	5.5
Other	435	2.1	824	4.2
Total	20,284	100.0	19,741	100.0

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The primary and secondary reasons for enrollment for Adults with Disabilities (C-1), Home Economics (C-2), Parent Education (C-3), Older Adult (C-4), and Health & Safety (C-5) programs are included in appendix C.

Chapter III. Goal Attainment Information for Adult School Learners: What Changes Occurred for Learners?

Chapter 3 provides information about adult school learners' goal attainment. Goal attainment information was collected on the Student Update Record and was obtained at the end of the class, course, or term, but no later than March 31, 1999 for ABE and ESL learners and June 30, 1999 for all other programs. This chapter focuses on the changes that occurred for learners during the instructional period.

Data Highlights

- Average hours of instruction across instructional program was 115.5 per class, with ABE having the largest number of hours (160.9) and Home Economics the lowest (32.1).
- Enrollment status information indicated that 58.3 percent of all learners remained in their program at update.
- Learners in nine of the ten programs demonstrated success in advancing students to a higher level with rates ranging from 87.5 percent in Health and Safety classes to 28.6 percent in Parent Education.
- “Met personal goal” (34.5 percent) and “got a job” (9.2 percent) were the two most frequently cited achievements realized by learners in the work outcomes section.
- “Met personal goal” (38.7 percent) and “improved communication skills” were the two most oft cited personal/family outcomes.
- “Met personal goal” (33.3 percent), “increased consumer awareness” (18.3 percent), and “made informed choices” were the most often indicated responses among the community outcomes.
- “Met personal goal” (39.4 percent), “ability to apply skills” (19.9 percent), and “gained computer skills” (12.1 percent) were the most often cited educational outcomes.
- Learners whose primary reason for enrollment was to get a job reported a higher percentage (17.8 percent) of employment acquisition than those who enrolled for other reasons.
- Slightly more than 50 percent of learners who left their instructional program prior to completion did so for a reason unbeknownst to staff or classmates, while 11.1 percent left due to schedule or location conflicts, 8.5 percent left because of job acquisition, and 7.3 percent left because of relocation.
- Females were nearly 10 times as likely to leave an instructional program before completion due to child care issues.
- As would be expected, the number of students who leave early because of health issues increases steadily with age.

HOURS OF INSTRUCTION

Learners were to complete the Student Update Record in each of the instructional programs at the end of the class or term, but no later than June 30, 1999; although for ABE & ESL it was no later than March 31, 1999. The actual hours of instruction differed among the ten programs.

Therefore, when viewing the learner results contained in this section, the reader is encouraged to consider them in the context of mean hours of instruction reported. In other words, differences in the amount of instruction received within program may be a factor in the differences in learner results between those programs.

ABE learners received the largest average number of hours of instruction per class (160.9), while Home Economics learners received the fewest average hours of instruction (32.1). Due to the fact ABE, ESL, and Vocational Education learners attended classes substantially longer in duration than the other programs, it can be deduced that they should experience positive results at a higher rate than the other programs. This, however, does not seem to be the case with findings for 1998-99; although the reader should take note that this report does not explore learning gains and they may serve as a stronger indicator of progress. It is also worth noting that the five programs added to the data for 1998-99 were in their pilot project year, and data may not be fully representative of actual results for these groups. See table 3.1

Table 3.1 Average Hours of Instruction At Student Update (1998-99)

Program	Hours of Instructions	
	Mean	N
ABE	160.9	5,338
ESL	117.2	52,965
High School / GED	90.6	6,638
Citizenship	47.5	256
Vocational Education	108.0	8,228
Adults w/ Disabilities	334.2	129
Health & Safety	59.4	236
Home Economics	32.1	90
Parent Education	57.0	873
Older Adults	47.3	304
Overall	115.8	75,057

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GOAL ATTAINMENT INFORMATION

Learner Enrollment Status

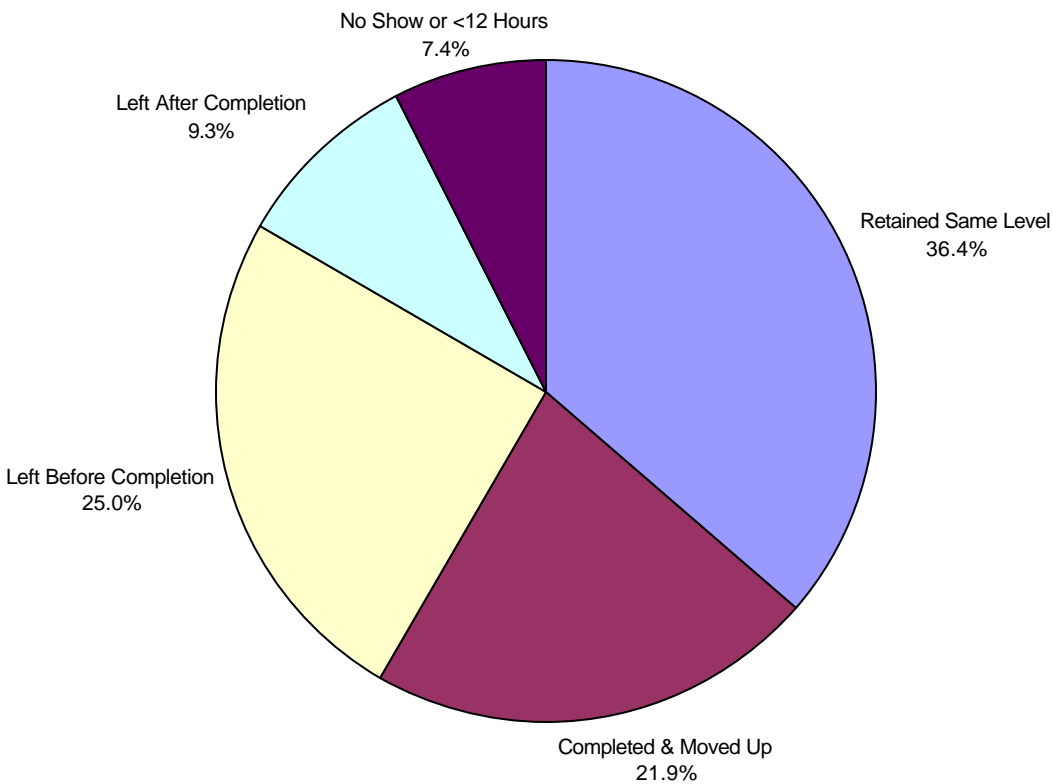
Learner enrollment status was supplied by instructors and captured one of five possible options:

1. Retained in program at same level: This option captures learners who remained in the program at the same level at which they entered.
2. Retained and completed level and moved to a higher level: This option captures learners who completed the instructional level in which they entered and moved on to a higher level.
3. Left after completing level or goal: This option captures learners who left their instructional program after completing the level at which they entered or after reaching their goal.

4. Left before completing personal goal or level entered: This option indicates learners who were no longer in their program and had not completed their personal goal or the instructional level at which they entered.
5. No show or did not attend at least 12 hours and did not achieve goal: This option indicates learners who did not attend at least 12 hours of instruction after completing their Student Entry Record.

At the time of completion of the Student Update Record, 58.3 percent of learners remained enrolled in an adult school program, while 25.0 percent left before completion of level or goal; 9.3 percent left after completion of goal; and 7.4 percent enrolled but did not begin instruction. This varied with the data for 1997-98 when a larger proportion of learners remained in their program at time of student update (70.8 percent). See figure 3.1 for further details.

Figure 3.1 Enrollment Status at Student Update (1998-99)

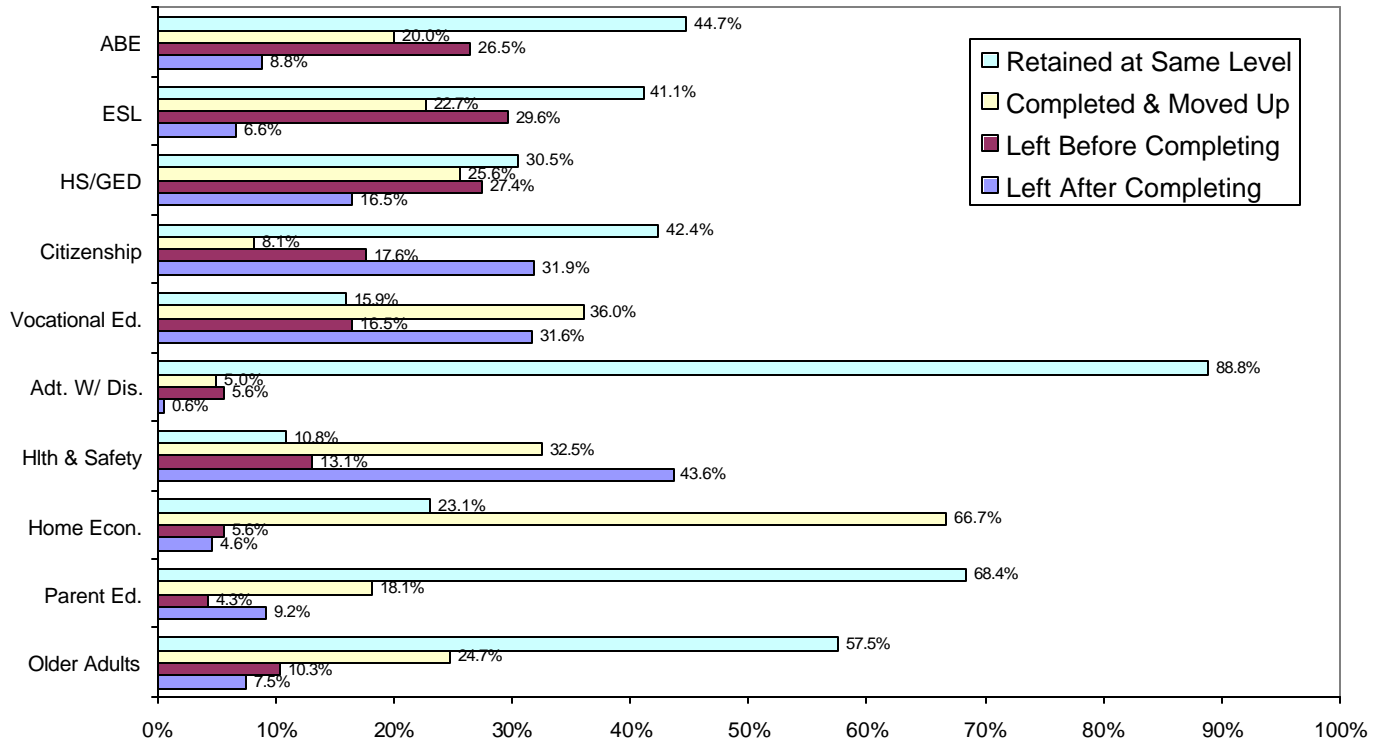


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Note: N = 125,302

A high proportion of learners enrolled in a program at a certain level remained at that same level at time of student update. Adults with Disabilities and Parent Education classes demonstrated the highest retention rates (88.8 percent and 68.4 percent, respectively), while Health and Safety classes demonstrated the lowest -- 76.1 percent either left after completion or moved up a level. Looking at learners who left before completing the level at which they entered or their goal, the data shows that ESL (29.6 percent), HS/GED (27.4 percent) and ABE (26.5 percent) learners had the highest rates. See figure 3.2 below.

Figure 3.2 Enrollment Status at Student Update by Instructional Program (1998-99)



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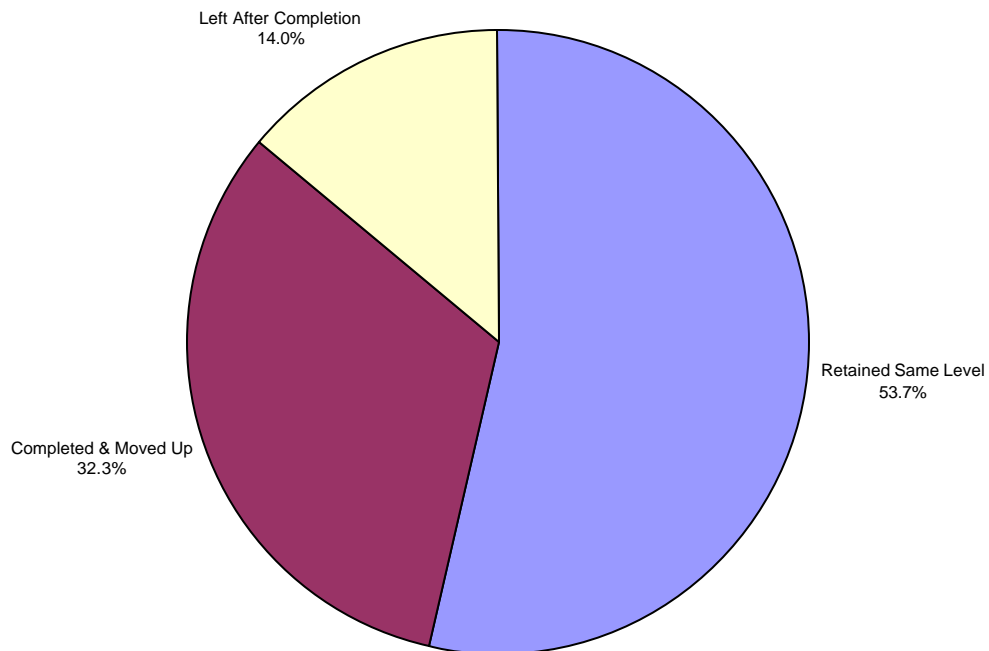
Note: ABE: N = 8,617; ESL: N = 81,657; HS/GED: N = 10,152; Citizenship: N = 370; Vocational Ed: N = 10,828; Adults w/ Disabilities: N = 2,432; Health & Safety: N = 305; Home Economics: N = 108; Parent Ed.: N = 1,018; Older Adults: N = 575

Learner Progress

This section looks at learner progress, defined for purposes of this report as learners who remained in their program at the time the Student Update Record was completed or completed their goal. Learner progress thus encompasses the three options from above: retained in program at same level, left after completion, or completed and moved up.

Among those learners remaining in an instructional program when the Student Update Record was administered, the majority (53.7 percent) were retained at the same program level. However, 32.3 percent did complete their level and moved on to a higher level, and 14.0 percent did leave after completion of the level at which they entered. See figure 3.3 below.

Figure 3.3 Enrollment Status for Learners Remaining in Program through Student Update (1998-99)



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Note: $N = 85,030$

Learners in nine of the ten instructional programs demonstrated success in learner advancement, defined as completing the instructional level in which they enrolled, then either advancing to a higher level or leaving. Excluding the Adults with Disabilities program, which showed 6.0 percent success, programs had a learner advancement rate ranging from a high of 87.5 percent in the Health and Safety programs to a low of 28.6 percent in Parent Education. Learners in ABE (39.3 percent), ESL (41.6%), and Citizenship (48.5 percent) programs all reported relatively similar levels of learner advancement, falling closely in line with the overall average of 46.1 percent. See table 3.2.

Table 3.2 Learner Progress by Instructional Program (1998-99)

	Retained at Same Level	Completed & Moved Up	Left After Completion
ABE	60.7%	27.3%	12.0%
ESL	58.4%	32.2%	9.4%
High School/GED	42.0%	35.3%	22.7%
Citizenship	51.5%	9.8%	38.7%
Vocational Education	19.0%	43.1%	37.9%
Adults w/ Disabilities	94.0%	5.3%	0.7%
Health & Safety	12.5%	37.4%	50.1%
Home Economics	24.5%	70.6%	4.9%
Parent Education	71.4%	18.9%	9.7%
Older Adults	64.2%	27.5%	8.3%
Overall	53.9%	32.3%	13.8%

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Note: N = 84,715

Learner Results

The Student Update Record collected data on learner results to allow the documentation of changes that occurred for learners during the instructional period. CASAS defines learner results as outcomes that were realized by learners during, or at the end of, the period of instruction. Respondents were asked to indicate all outcomes that they experienced during the time of instruction.

In 1998-99, unlike previous years, learner results were broken into four broad-based categories, with more specific sub-categories contained within each. This change reflects the new reporting requirements outlined by the National Reporting System (NRS). Below is a listing of the various outcomes according to their respective broad-based categories:

Employment

- met personal goal
- got a job
- advanced to a higher skill job
- entered job training
- entered apprenticeship
- entered military
- other

Personal / Family

- met personal goal
- read more to child
- became more involved in child's schooling
- improved communication skills
- other

Community

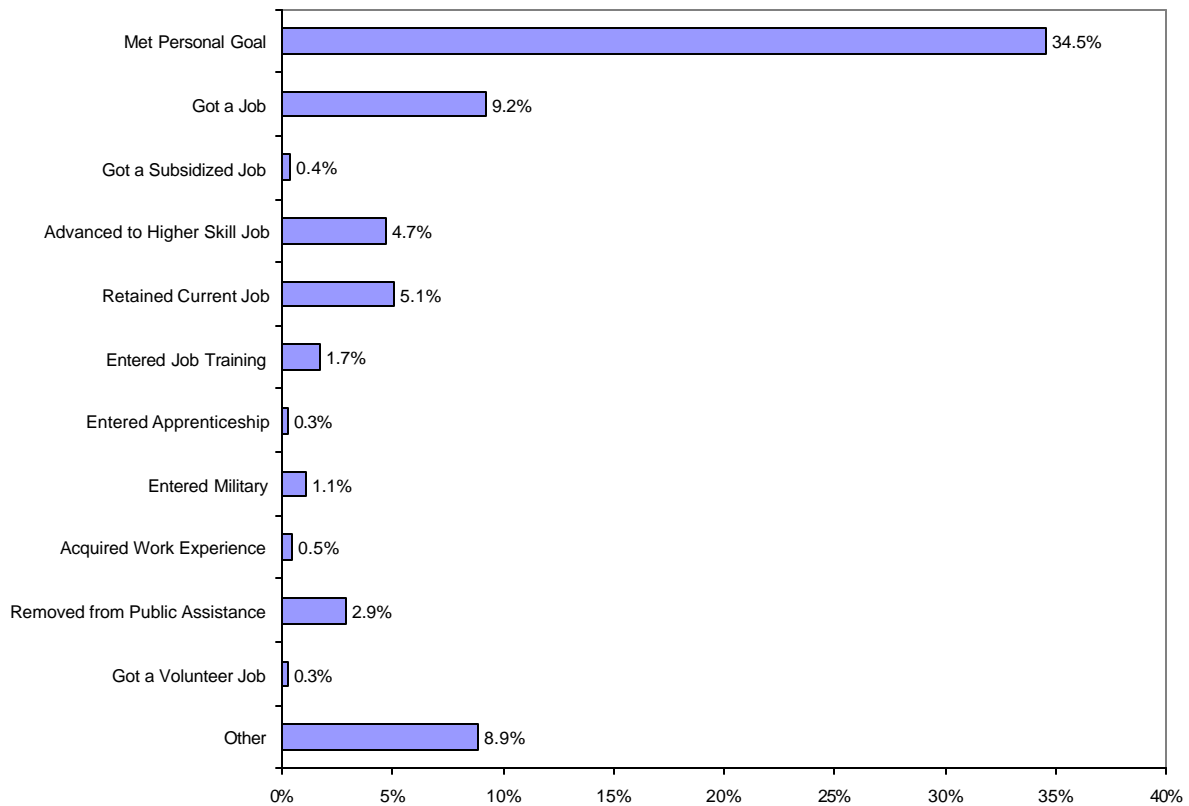
- met personal goal
- passed citizenship test
- received U.S. citizenship
- registered to vote / voted for the first time
- other

Education

- met personal goal
- earned high school diploma
- passed GED
- entered postsecondary education

“Met personal goal” is the most popular outcome indicated by learners in all four outcome clusters. In regards to work outcomes, “met personal goal” (34.5 percent), “got a job” (9.2 percent) and “retained current job” were the most often indicated specific responses among learners. See figure 3.4 below.

Figure 3.4 –Learner-Indicated Work Outcomes (1998-99)

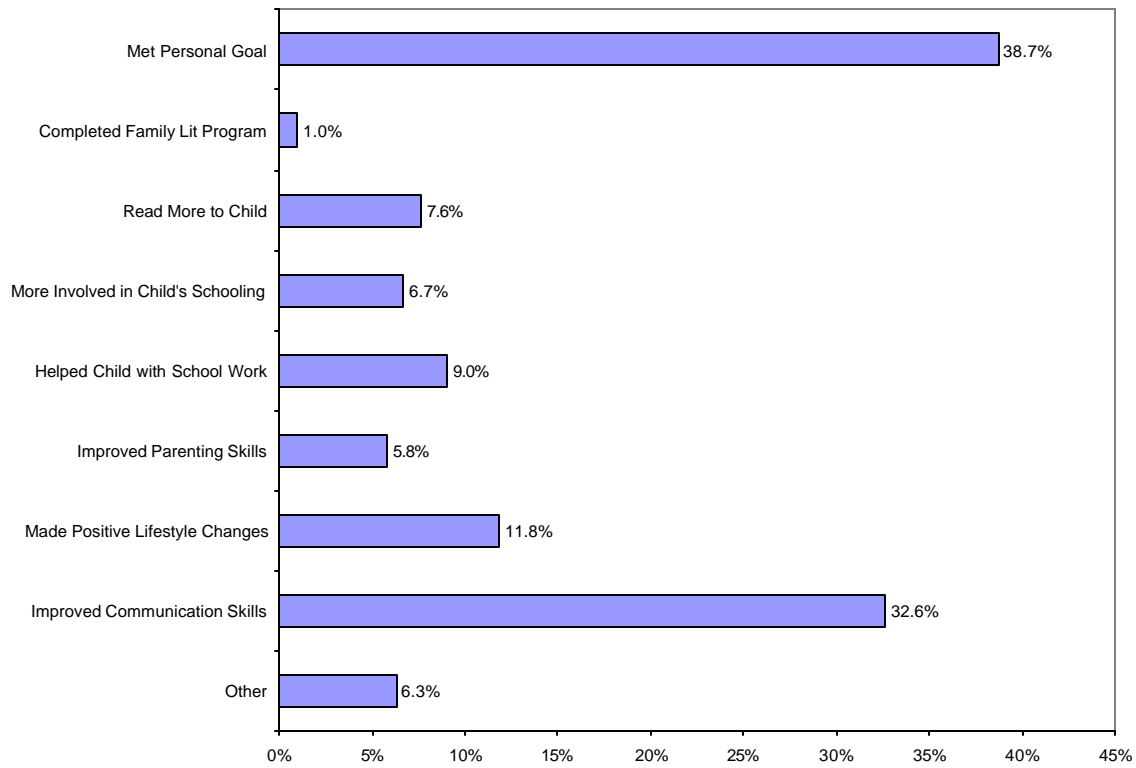


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Note: $N = 85,030$

The most popular personal/family outcomes indicated by learners were “met personal goal” (38.7 percent), “improved communication skills” (32.6 percent), and “made positive lifestyle changes” (11.8 percent). There was also a cluster of outcomes involving parenting which total to 29.1 percent, indicating adult schools were successful to a degree in improving parental skill across the learner population. See figure 3.5 below for further outcomes.

Figure 3.5 Learner-Indicated Personal/Family Outcomes (1998-99)

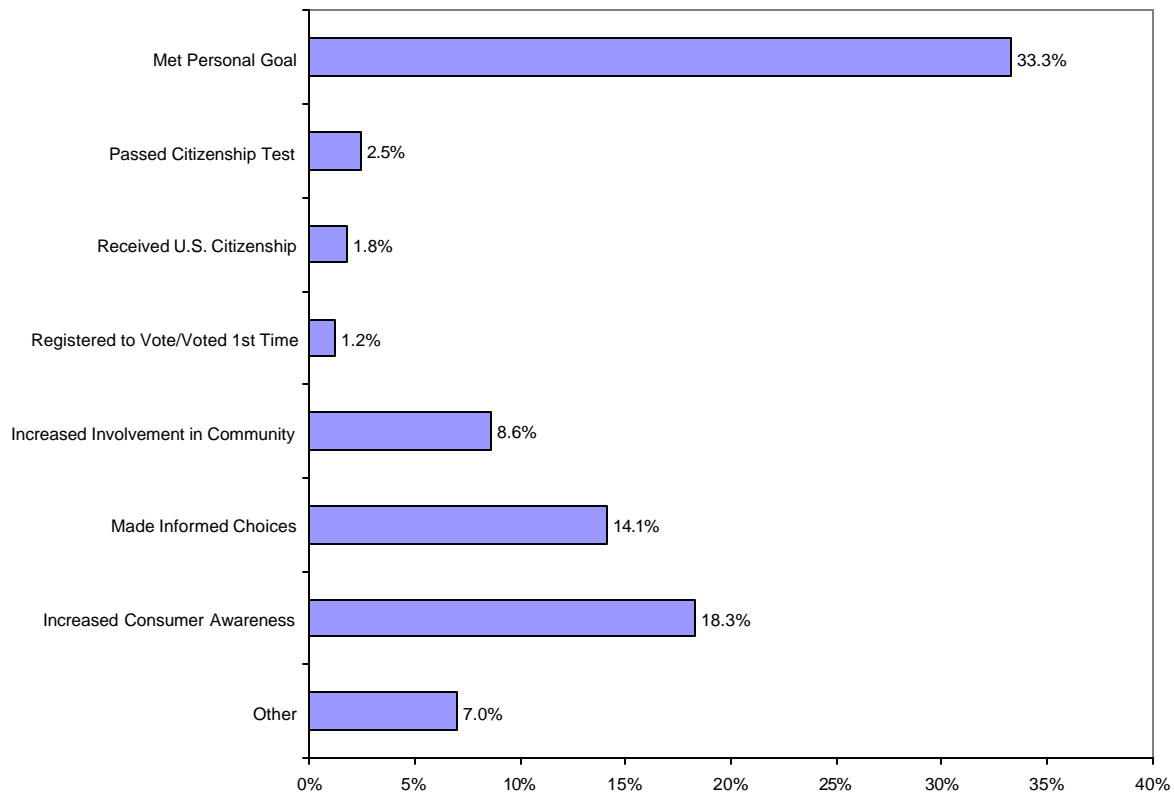


CASAS 1999

Note: $N = 85,030$

“Met personal goal” was again the most oft-indicated result within the community outcome category. Other outcomes highlighted by individuals were “increased consumer awareness” (18.3 percent), “made informed choices” (14.1 percent), and “increased involvement in community” (8.6 percent), demonstrating that classes are in some cases improving learners abilities to interact and contribute within their communities. See figure 3.6 below for further results.

Figure 3.6 Learner-Indicated Community Outcomes (1998-99)

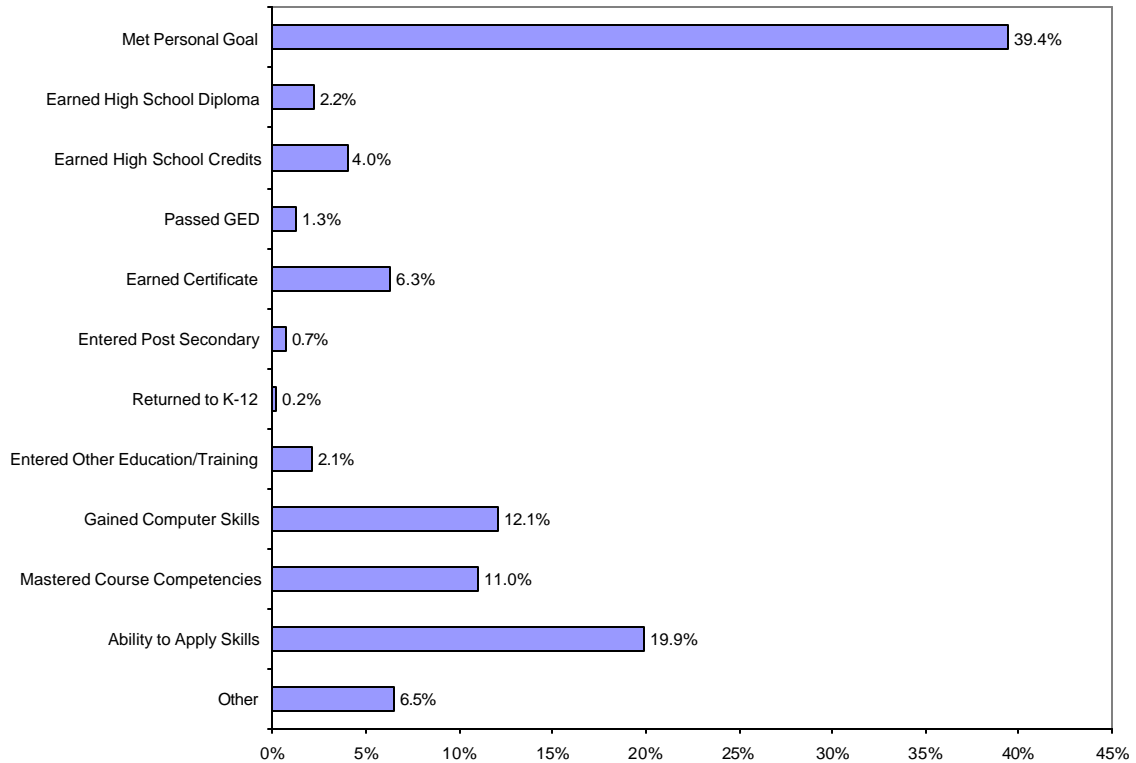


CASAS 1999

Note: $N = 85,030$

Within the educational outcome category there were several positive outcomes indicated including “met personal goal” (39.4 percent), “ability to apply skills” (19.9 percent), “gained computer skills” (12.1 percent), and “mastered course competencies” (11.0 percent). For all four outcome categories, more than six percent of respondents marked “other,” indicating that further exploration of the listed outcomes may be warranted. See figure 3.7 below for further educational outcomes.

Figure 3.7 Learner-Indicated Educational Outcomes (1998-99)



CASAS 1999

Note: N = 85,030

Learner Results by Primary Reason for Enrollment

As part of the Student Entry Record, learners indicated their primary and secondary reasons for enrolling in one of the ten instructional programs. In looking at primary reason for enrollment paired with the indicated learner result, “met personal goal” was the most frequently cited response in most cases. This demonstrates that many learners are accomplishing the result they set out to upon entry into the program, indicating that adult school programs were effective in assisting learners to meet their enrollment goals.

Included below are highlights from tables 3.3 to 3.6 that give examples of the above-mentioned effectiveness of adult schools.

- Among those learners whose primary reason for enrollment was “get a job,” 38.4 percent reported having met their personal goal, 17.8 percent reported having found a job and 4.2 percent reported having entered an apprenticeship, the military, or job training. These proportions were in general higher than for those learners enrolling for other reasons.
- Nearly twice as many learners who enrolled to improve their jobs actually advanced to a higher skill job (12.3 percent) than did learners who enrolled for other reasons.
- Learners who enrolled for citizenship passed the citizenship test (12.1 percent), received U.S. citizenship (5.3 percent), or met their personal goal (40.8 percent) at a higher than average rate.
- A much larger percentage of learners who enrolled for “post-secondary” reasons entered post-secondary (8.0 percent) than did learners who enrolled for other reasons.
- Learners who enrolled to improve their communication skills indicated they did improve their communication skills (44.7 percent).
- Among learners who enrolled for “High School/GED,” a combined 31.7 percent reported having either earned a high school diploma, earned high school credits, or passed the GED. These results were substantially higher than for any other group except those who enrolled for military reasons (26.2 percent combined).
- A higher proportion of those learners mandated to enroll read more to their child (10.4 percent), made positive lifestyle choices (22.8 percent), and/or entered job training than learners in other enrollment categories. This group also had the highest percentage of learners reporting having “gained computer skills” (24.7 percent).

Table 3.3 Learner-Indicated Work Outcomes by Primary Reason for Enrollment (1998-99)

Work Outcomes	HS/GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship	
	N	%	N	%	N	%	N	%	N	%	N	%
Met personal goal	3,860	32.3	6,457	39.3	3,345	38.4	1,659	37.4	2,840	36.1	1,621	34.3
Got a job	1,048	8.8	1,399	8.5	1,499	17.2	541	12.2	456	5.8	245	5.2
Got a subsidized job	36	0.3	74	0.5	49	0.6	28	0.6	16	0.2	15	0.3
Advanced to higher skill job	655	5.5	911	5.5	453	5.2	545	12.3	230	2.9	103	2.2
Retained current job	476	4.0	978	5.9	396	4.6	575	13.0	238	3.0	179	3.8
Entered job training	213	1.8	290	1.8	224	2.6	106	2.4	66	0.8	27	0.6
Entered apprenticeship	37	0.3	48	0.3	39	0.4	22	0.5	30	0.4	15	0.3
Entered military	123	1.0	167	1.0	108	1.2	38	0.9	80	1.0	40	0.8
Acquired work experience	114	1.0	97	0.6	46	0.5	23	0.5	27	0.3	8	0.2
Removed from public assist.	262	2.2	684	4.2	363	4.2	198	4.5	182	2.3	43	0.9
Got a volunteer job	37	0.3	56	0.3	25	0.3	12	0.3	20	0.3	21	0.4
Other	1,422	11.9	1,503	9.1	674	7.7	311	7.0	583	7.4	355	7.5

Table 3.3 (Continued) Learner-Indicated Work Outcomes by Primary Reason for Enrollment (1998-99)

Work Outcomes	Post-									
	Comm.		Secondary		Mandated		Military		Other	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	6,880	30.2	164	43.9	547	33.6	23	27.4	239	24.1
Got a job	1,986	8.7	46	12.3	183	11.2	3	3.6	31	3.1
Got a subsidized job	78	0.3	1	0.3	14	0.9	1	1.2	1	0.1
Advanced to higher skill job	839	3.7	26	7.0	42	2.6	3	3.6	17	1.7
Retained current job	1,196	5.3	23	6.1	54	3.3	3	3.6	18	1.8
Entered job training	286	1.3	8	2.1	122	7.5	0	0.0	4	0.4
Entered apprenticeship	61	0.3	2	0.5	6	0.4	0	0.0	2	0.2
Entered military	247	1.1	6	1.6	16	1.0	8	9.5	38	3.8
Acquired work experience	90	0.4	0	0.0	7	0.4	7	8.3	2	0.2
Removed from public assist.	505	2.2	21	5.6	44	2.7	1	1.2	27	2.7
Got a volunteer job	83	0.4	3	0.8	13	0.8	0	0.0	1	0.1
Other	1,855	8.2	24	6.4	196	12.0	5	6.0	104	10.5

CASAS 1999

Note: For tables 3.3 through 3.6, percentages do not sum to 100 percent because learners marked all outcomes that applied. Results are representative of those learners who remained in an instructional program.

Table 3.4 Learner-Indicated Personal/Family Outcomes by Primary Reason for Enrollment (1998-99)

Personal/Family Outcomes	HS/GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship	
	N	%	N	%	N	%	N	%	N	%	N	%
	Met personal goal	4,332	36.2	7,081	43.1	3,513	40.4	1,737	39.2	3,428	43.6	1,921
Completed family lit. program	100	0.8	117	0.7	106	1.2	68	1.5	83	1.1	33	0.7
Read more to child	773	6.5	971	5.9	692	8.0	293	6.6	790	10.1	320	6.8
More involved in child's schooling	610	5.1	891	5.4	582	6.7	260	5.9	851	10.8	246	5.2
Helped child with school work	1,009	8.4	1,187	7.2	873	10.0	386	8.7	857	10.9	337	7.1
Improved parenting skills	584	4.9	748	4.5	454	5.2	205	4.6	901	11.5	214	4.5
Made positive lifestyle changes	1,399	11.7	1,793	10.9	1,032	11.9	553	12.5	1,039	13.2	497	10.5
Improved communication skills	2,409	20.2	4,589	27.9	2,884	33.1	1,479	33.4	2,526	32.1	1,598	33.9
Other	1,172	9.8	1,155	7.0	580	6.7	236	5.3	388	4.9	187	4.0

Personal/Family Outcomes	Post-									
	Comm.		Secondary		Mandated		Military		Other	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	7,971	35.0	164	43.9	554	34.0	27	32.1	275	27.7
Completed family lit. program	286	1.3	5	1.3	13	0.8	0	0.0	1	0.1
Read more to child	2,108	9.3	27	7.2	169	10.4	1	1.2	16	1.6
More involved in child's schooling	1,756	7.7	23	6.1	140	8.6	1	1.2	27	2.7
Helped child with school work	2,333	10.3	26	7.0	225	13.8	2	2.4	22	2.2
Improved parenting skills	1,327	5.8	20	5.3	196	12.0	4	4.8	31	3.1
Made positive lifestyle changes	2,704	11.9	69	18.4	371	22.8	7	8.3	54	5.4
Improved communication skills	10,170	44.7	146	39.0	554	34.0	12	14.3	144	14.5
Other	1,067	4.7	16	4.3	146	9.0	3	3.6	103	10.4

CASAS 1999

Table 3.5 Learner-Indicated Community Outcomes by Primary Reason for Enrollment (1998-99)

Community Outcomes	HS/GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship	
	N	%	N	%	N	%	N	%	N	%	N	%
Met personal goal	3,699	30.9	6,001	36.5	3,214	36.9	1,554	35.1	2,610	33.2	1,926	40.8
Passed Citizenship Test	178	1.5	257	1.6	163	1.9	74	1.7	143	1.8	571	12.1
Received U.S. Citizenship	149	1.2	231	1.4	168	1.9	104	2.3	124	1.6	250	5.3
Registered to Vote/Voted 1st Time	201	1.7	146	0.9	103	1.2	56	1.3	96	1.2	69	1.5
Increased Involvement in Community	769	6.4	1,455	8.8	801	9.2	337	7.6	876	11.1	421	8.9
Made informed choices	1,369	11.5	2,203	13.4	1,292	14.9	608	13.7	1,159	14.8	672	14.2
Increased consumer awareness	1,375	11.5	2,736	16.6	1,590	18.3	887	20.0	1,543	19.6	811	17.2
Other	1,268	10.6	1,314	8.0	596	6.9	266	6.0	409	5.2	164	3.5

Community Outcomes	Comm.		Post-Secondary		Mandated		Military		Other	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	6,809	29.9	151	40.4	448	27.5	22	26.2	179	18.0
Passed Citizenship Test	562	2.5	6	1.6	34	2.1	1	1.2	2	0.2
Received U.S. Citizenship	422	1.9	10	2.7	36	2.2	1	1.2	2	0.2
Registered to Vote/Voted 1st Time	236	1.0	6	1.6	37	2.3	3	3.6	5	0.5
Increased Involvement in Community	2,077	9.1	45	12.0	108	6.6	3	3.6	103	10.4
Made informed choices	3,719	16.4	69	18.4	278	17.1	6	7.1	53	5.3
Increased consumer awareness	5,541	24.4	87	23.3	279	17.1	8	9.5	82	8.3
Other	1,281	5.6	12	3.2	160	9.8	5	6.0	136	13.7

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Table 3.6 Learner-Indicated Educational Outcomes by Primary Reason for Enrollment (1998-99)

Educational Outcomes	HS/GED		Improve Skills		Get a Job		Improve Job		Personal/Family		Citizenship	
	N	%	N	%	N	%	N	%	N	%	N	%
Met personal goal	4,523	37.8	6,960	42.3	3,532	40.6	1,767	39.9	3,097	39.4	2,040	43.2
Earned high school diploma	895	7.5	208	1.3	152	1.7	76	1.7	100	1.3	28	0.6
Earned high school credits	2,373	19.9	306	1.9	109	1.3	72	1.6	99	1.3	8	0.2
Passed GED	518	4.3	141	0.9	97	1.1	39	0.9	56	0.7	17	0.4
Earned certificate	388	3.2	1,357	8.3	996	11.4	414	9.3	382	4.9	278	5.9
Entered postsecondary	91	0.8	147	0.9	64	0.7	21	0.5	49	0.6	11	0.2
Returned to K-12	50	0.4	15	0.1	12	0.1	5	0.1	17	0.2	4	0.1
Entered other education/training	255	2.1	367	2.2	243	2.8	96	2.2	244	3.1	59	1.3
Gained computer skills	1,233	10.3	2,734	16.6	1,297	14.9	631	14.2	856	10.9	221	4.7
Mastered course competencies	1,150	9.6	1,717	10.4	1,177	13.5	511	11.5	754	9.6	571	12.1
Ability to apply skills	1,799	15.1	3,223	19.6	1,813	20.8	935	21.1	1,565	19.9	1,021	21.6
Other	1,050	8.8	1,078	6.6	520	6.0	269	6.1	421	5.4	220	4.7

Table 3.6 (Continued) Learner-Indicated Educational Outcomes by Primary Reason for Enrollment (1998-99)

Educational Outcomes	Comm.		Post-Secondary		Mandated		Military		Other	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	8,456	37.2	181	48.4	599	36.7	29	34.5	376	37.9
Earned high school diploma	241	1.1	2	0.5	21	1.3	9	10.7	8	0.8
Earned high school credits	127	0.6	11	2.9	48	2.9	12	14.3	15	1.5
Passed GED	144	0.6	6	1.6	31	1.9	1	1.2	4	0.4
Earned certificate	895	3.9	57	15.2	351	21.5	5	6.0	48	4.8
Entered postsecondary	131	0.6	30	8.0	6	0.4	1	1.2	5	0.5
Returned to K-12	30	0.1	1	0.3	3	0.2	1	1.2	0	0.0
Entered other education/training	355	1.6	22	5.9	84	5.2	0	0.0	4	0.4
Gained computer skills	2,196	9.7	67	17.9	403	24.7	3	3.6	67	6.7
Mastered course competencies	2,618	11.5	53	14.2	201	12.3	9	10.7	60	6.0
Ability to apply skills	5,251	23.1	89	23.8	288	17.7	10	11.9	189	19.0
Other	1,412	6.2	12	3.2	135	8.3	4	4.8	139	14.0

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Learner Results by Instructional Program

In this section, the report explores learner results within the context of the learner’s instructional program. “Met personal goal” is again the predominantly indicated result across the four broad-based categories, although clear differences do exist between the ten instructional programs.

Vocational Education (10.9 percent), ESL (10.1 percent), and ABE (7.4 percent) programs had the highest percentages of learners reporting job acquisition. These three groups also had relatively high proportions of learners retaining their current job and learners removed from public assistance. Among those in HS/GED programs, 6.7 percent indicated having received a job and 8.9 percent indicated having retained their current job, entered job training or advanced to a higher position. See table 3.7.

Table 3.7 Learner-Indicated Work Outcomes by Instructional Program (1998-99)

Work Outcomes	ABE		ESL		Citizenship		Vocational Ed.		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	1,472	23.2	19,569	34.0	69	22.6	4,933	54.6	302	13.2
Got a job	469	7.4	5,817	10.1	13	4.3	989	10.9	5	0.2
Got a subsidized job	18	0.3	218	0.4	0	0.0	36	0.4	30	1.3
Advanced to higher skill job	305	4.8	2,585	4.5	11	3.6	724	8.0	6	0.3
Retained current job	297	4.7	3,395	5.9	10	3.3	383	4.2	31	1.4
Entered job training	164	2.6	899	1.6	2	0.7	265	2.9	1	0.0
Entered apprenticeship	14	0.2	194	0.3	3	1.0	51	0.6	0	0.0
Entered military	73	1.2	638	1.1	1	0.3	75	0.8	55	2.4
Acquired work experience	70	1.1	212	0.4	0	0.0	84	0.9	0	0.0
Removed from public assistance	259	4.1	1,410	2.5	3	1.0	587	6.5	59	2.6
Got a volunteer job	15	0.2	205	0.4	0	0.0	32	0.4	0	0.0
Other	817	12.9	4,261	7.4	4	1.3	955	10.6	360	15.7

Work Outcomes	Health & Safety		Home Economics		Parent Ed.		Older Adults		HS/GED	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	90	34.0	52	51.0	288	29.6	154	29.8	2,219	30.1
Got a job	1	0.4	1	1.0	8	0.8	0	0.0	495	6.7
Got a subsidized job	0	0.0	0	0.0	1	0.1	0	0.0	18	0.2
Advanced to higher skill job	4	1.5	2	2.0	3	0.3	0	0.0	362	4.9
Retained Current Job	1	0.4	0	0.0	14	1.4	0	0.0	196	2.7
Entered Job Training	0	0.0	0	0.0	3	0.3	0	0.0	98	1.3
Entered Apprenticeship	0	0.0	0	0.0	0	0.0	0	0.0	16	0.2
Entered Military	0	0.0	0	0.0	3	0.3	6	1.2	70	1.0
Acquired Work Experience	0	0.0	7	6.9	1	0.1	0	0.0	66	0.9
Removed from Public Assistance	0	0.0	2	2.0	12	1.2	0	0.0	94	1.3
Got a Volunteer Job	0	0.0	0	0.0	5	0.5	0	0.0	20	0.3
Other	19	7.2	6	5.9	47	4.8	64	12.4	947	12.9

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Note: Percentages for tables 3.7 through 3.10 do not sum to 100 percent because the questionnaire asked learners to indicate all outcomes that applied. Results are representative of those learners who remained in an instructional program.

In the Parent Education program, it is clear from the outcomes specified by learners that these classes were particularly effective in their mission. A full 61.8 percent reported improved parenting skills, 39.8 percent reported being more involved in child’s schooling, 24.5 percent reported reading more to their children and/or helping them with their homework, and 53.8 percent reported meeting their personal goal. Within the personal/family outcome category, “improved communication skills” was a strong result across all of the programs, although ESL learners (40.4 percent) specified it more often than learners in any other program. See table 3.8 below for further results.

Table 3.8 Learner-Indicated Personal/Family Outcomes by Instructional Program (1998-99)

Personal/Family Outcomes	ABE		ESL		Citizenship		Vocational Ed.		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	1,619	25.6	21,862	38.0	84	27.5	5,164	57.1	453	19.7
Completed Family Lit Program	59	0.9	751	1.3	2	0.7	45	0.5	0	0.0
Read More to Child	459	7.2	5,463	9.5	4	1.3	184	2.0	1	0.0
More Involved in Child's Schooling	411	6.5	4,387	7.6	12	3.9	224	2.5	0	0.0
Helped Child with School Work	533	8.4	6,364	11.1	14	4.6	307	3.4	0	0.0
Improved Parenting Skills	375	5.9	3,357	5.8	3	1.0	268	3.0	2	0.1
Made Positive Lifestyle Changes	831	13.1	7,090	12.3	16	5.2	1,023	11.3	89	3.9
Improved Communication Skills	1,548	24.4	23,224	40.4	77	25.2	1,057	11.7	533	23.2
Other	642	10.1	2,649	4.6	8	2.6	853	9.4	262	11.4

Personal/Family Outcomes	Health & Safety		Home Economics		Parent Ed.		Older Adults		HS/GED	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	164	61.9	77	75.5	524	53.8	303	58.7	2,575	34.9
Completed Family Lit Program	1	0.4	0	0.0	6	0.6	0	0.0	15	0.2
Read More to Child	0	0.0	0	0.0	136	14.0	0	0.0	229	3.1
More Involved in Child's Schooling	1	0.4	0	0.0	388	39.8	0	0.0	231	3.1
Helped Child with School Work	0	0.0	1	1.0	102	10.5	0	0.0	334	4.5
Improved Parenting Skills	6	2.3	1	1.0	602	61.8	1	0.2	260	3.5
Made Positive Lifestyle Changes	83	31.3	4	3.9	123	12.6	43	8.3	660	9.0
Improved Communication Skills	31	11.7	0	0.0	265	27.2	137	26.6	828	11.2
Other	15	5.7	11	10.8	25	2.6	47	9.1	799	10.8

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Looking at Community Outcomes by instructional program, learners indicated some positive results that stand out. One is that Adults with Disabilities programs seemed to be relatively effective in getting their learners more involved in social interaction: 25.0 percent marked “increased involvement in community,” 9.4 indicated “made informed choices,” and 15.3 percent “increased consumer awareness.” However, 13.2 percent marked the “other” category, and this indicates that further research of pre-defined outcomes may be advisable. Another positive community outcomes highlighted was in Citizenship programs, where 39.0 percent of their learners either passed the citizenship test or receive U.S. citizenship. See table 3.9 below for further details.

Table 3.9 Learner-Indicated Community Outcomes by Instructional Program (1998-99)

Community Outcomes	ABE		ESL		Citizenship		Vocational Ed.		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	1,187	18.7	19,660	34.2	94	30.8	4,110	45.5	425	18.5
Passed citizenship test	112	1.8	1,814	3.2	98	32.1	38	0.4	0	0.0
Received U.S. citizenship	98	1.5	1,365	2.4	21	6.9	49	0.5	0	0.0
Registered to vote/voted 1st time	115	1.8	692	1.2	8	2.6	80	0.9	0	0.0
Increased Involvement in Community	511	8.1	5,352	9.3	18	5.9	369	4.1	573	25.0
Made informed choices	888	14.0	9,348	16.3	15	4.9	688	7.6	215	9.4
Increased consumer awareness	848	13.4	13,038	22.7	20	6.6	687	7.6	352	15.3
Other	727	11.5	3,026	5.3	6	2.0	919	10.2	304	13.2

Community Outcomes	Health & Safety		Home Economics		Parent Ed.		Older Adults		HS/GED	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	109	41.1	47	46.1	252	25.9	179	34.7	2,150	29.2
Passed citizenship test	0	0.0	0	0.0	0	0.0	0	0.0	39	0.5
Received U.S. citizenship	0	0.0	0	0.0	1	0.1	0	0.0	34	0.5
Registered to vote/voted 1st time	1	0.4	0	0.0	1	0.1	0	0.0	109	1.5
Increased involvement in community	5	1.9	1	1.0	85	8.7	74	14.3	332	4.5
Made informed choices	17	6.4	1	1.0	127	13.0	33	6.4	599	8.1
Increased consumer awareness	11	4.2	2	2.0	59	6.1	85	16.5	462	6.3
Other	6	2.3	7	6.9	24	2.5	44	8.5	810	11.0

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High School/GED programs were fairly successful in their mission, with a combined 47.8 percent having either earned a high school credits or a degree or passed the GED. ESL programs also had some positive results as 33.8 percent indicated having “mastered course competencies” and/or demonstrated the “ability to apply skills.” In addition, were Vocational Education classes, where 35.6 percent of learners specified having “gained computer skills,” 24.1 percent “earned a certificate,” and 17.3 percent demonstrated the “ability to apply skills learned.” See table 3.10 for other results.

Table 3.10 Learner-Indicated Educational Outcomes by Instructional Program (1998-99)

Educational Outcomes	ABE		ESL		Citizenship		Vocational Ed.		Adults w/ Disabilities	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	2,119	33.4	22,401	38.9	140	45.9	4,615	51.0	917	40.0
Earned high school diploma	117	1.8	862	1.5	2	0.7	137	1.5	0	0.0
Earned high school credits	353	5.6	448	0.8	1	0.3	186	2.1	0	0.0
Passed GED	110	1.7	455	0.8	0	0.0	114	1.3	0	0.0
Earned certificate	167	2.6	2,579	4.5	66	21.6	2,179	24.1	0	0.0
Entered post-secondary	73	1.2	399	0.7	1	0.3	43	0.5	0	0.0
Returned to K-12	19	0.3	93	0.2	0	0.0	8	0.1	0	0.0
Entered other education/training	314	5.0	1,064	1.9	4	1.3	284	3.1	35	1.5
Gained computer skills	1,002	15.8	5,356	9.3	3	1.0	3,218	35.6	88	3.8
Mastered course competencies	557	8.8	6,673	11.6	70	23.0	1,384	15.3	6	0.3
Ability to apply skills	1,154	18.2	12,794	22.2	61	20.0	1,565	17.3	372	16.2
Other	657	10.4	3,166	5.5	4	1.3	668	7.4	225	9.8

Educational Outcomes	Health & Safety		Home Economics		Parent Ed.		Older Adults		HS/GED	
	N	%	N	%	N	%	N	%	N	%
Met personal goal	139	52.5	60	58.8	282	29.0	172	33.3	2,548	34.6
Earned high school diploma	0	0.0	0	0.0	9	0.9	2	0.4	722	9.8
Earned high school credits	0	0.0	0	0.0	0	0.0	0	0.0	2,380	32.3
Passed GED	0	0.0	0	0.0	4	0.4	0	0.0	422	5.7
Earned certificate	94	35.5	0	0.0	22	2.3	0	0.0	100	1.4
Entered post-secondary	0	0.0	0	0.0	2	0.2	0	0.0	64	0.9
Returned to K-12	0	0.0	0	0.0	0	0.0	0	0.0	26	0.4
Entered other education/training	2	0.8	0	0.0	3	0.3	0	0.0	90	1.2
Gained computer skills	1	0.4	0	0.0	19	2.0	12	2.3	495	6.7
Mastered course competencies	4	1.5	3	2.9	39	4.0	8	1.6	547	7.4
Ability to apply skills	4	1.5	6	5.9	98	10.1	82	15.9	748	10.2
Other	14	5.3	6	5.9	47	4.8	39	7.6	702	9.5

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Reason for Leaving Early

Some learners left their instructional programs before completing their educational or personal goals. The Student Update Record identified the individuals in this group, including those leaving before completing their instructional level or those who enrolled but did not attend class. Instructors, classmates still in the program, and learners themselves were all utilized in capturing the specific reason for early departure (a single response question). Reasons for leaving early included the 14 options listed below, in addition to options for unknown and other known reasons:

Got a job: Learner left to take a job.

Moved: Learner moved out of the program service area.

Schedule or location conflict: Learner could not maintain the program schedule due to conflicts with work or family schedules.

Transportation: Learner could not find, fund, or maintain adequate transportation to and from the instructional program.

Child care: Learner left because of child care needs.

Family problems: Learner left because of family needs, other than child care.

Own health problems: Learner left because of a personal health problem.

Dependent's health problems: Learner left due to health problems of a family member.

Lack of interest: Learner left due to a lack of interest in the program.

Public safety: Learner left due to concerns for personal safety, such as fear of riding the bus or walking through a dangerous neighborhood.

Administratively separated: School administration dismissed the learner for cause.

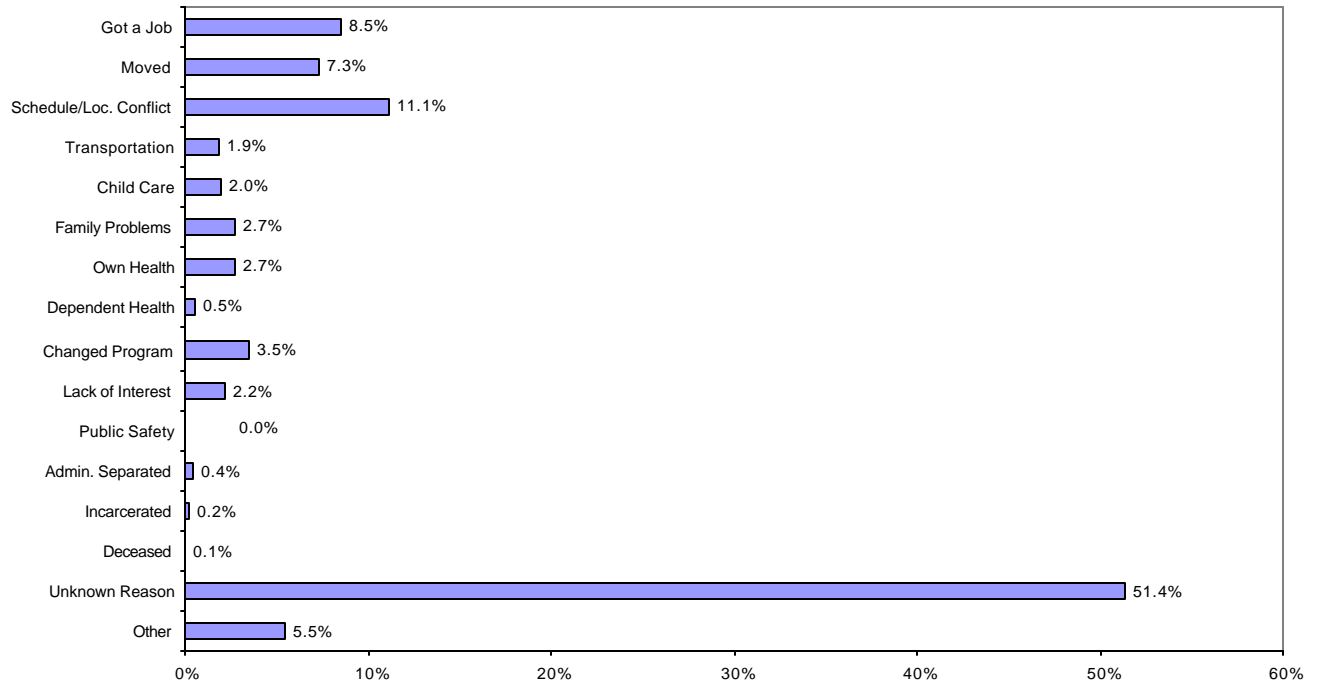
Incarcerated: Learner was unable to continue participation due to incarceration. This does not apply to learners in Corrections education or training.

Deceased: Learner died after starting a program.

While the instructions for this question indicate a unique response, respondents in many cases marked more than one reason for early departure. It appears that many learners leave early for a number of reasons and, therefore, rather than excluding their data from analysis, researchers have decided to allow multiple marks for this field. Thus, the percentages within the tables that follow reflect the number of times a response was selected, not unique responses for given learners.

Of those who left their programs early, 51.4 percent did so for an unknown reason; that is, their instructors did not know why they had left. Among the remaining reasons, schedule conflicts (11.1 percent), employment acquisition (8.5 percent), and relocation (7.3 percent) were the most frequently cited. See figure 3.8 for additional reasons for early exit.

Figure 3.8 Reasons for Early Exit (1998-99)



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Note: N = 34,384

Reason for Leaving Early by Instructional Program

Similar to the overall findings for early exit, the highest percentage of learners within most of the instructional programs left for a reason unknown to the instructor. Specifically, ABE (48.0 percent), ESL (52.1 percent), Citizenship (71.2 percent), Vocational Education (44.0 percent), HS/GED (54.5 percent), Home Economics (50.0 percent), and Parent Education (36.6 percent) cited no specific reason for early exit.

The two programs that diverged from this trend were Adults with Disabilities and Health and Safety. In the Adults with Disabilities program 39.2 percent left due to personal health problems and 20 percent due to relocation – both much higher percentages than were found in any other program. In regard to Health and Safety classes, a large percentage of those who exited early (37.1 percent) did so due to administrative separation. One other result worth noting is that 16.7 percent of Home Economics learners who left class prematurely did so because of family problems. See table 3.11 below for further details.

Table 3.11 Reasons for Early Exit by Instructional Program (1998-99)

	<u>ABE</u>		<u>ESL</u>		<u>Citizenship</u>		<u>Vocational Ed.</u>		<u>Adults w/ Disab.</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Got a Job	183	7.5	2,413	9.0	1	1.3	150	8.7	2	1.7
Moved	168	6.9	2,046	7.7	2	2.6	63	3.7	23	20.0
Schedule/Loc. Conflict	186	7.6	3,273	12.1	3	3.9	139	8.1	0	0.0
Transportation	33	1.4	549	2.1	0	0.0	32	1.9	2	1.7
Child Care	65	2.7	559	2.1	1	1.3	15	0.9	0	0.0
Family Problems	79	3.2	682	2.6	1	1.3	82	4.8	0	0.0
Own Health	77	3.2	607	2.3	2	2.6	106	6.1	45	39.2
Dependent Health	8	0.3	123	0.5	0	0.0	14	0.8	0	0.0
Changed Program	152	6.2	738	2.8	2	2.6	96	5.6	16	13.9
Lack of Interest	68	2.8	484	1.8	0	0.0	53	3.1	7	6.1
Public Safety	0	0.0	4	0.0	0	0.0	1	0.1	2	1.7
Admin. Separated	24	1.0	32	0.1	0	0.0	19	1.1	0	0.0
Incarcerated	11	0.5	7	0.0	0	0.0	22	1.3	0	0.0
Deceased	8	0.3	15	0.1	0	0.0	2	0.1	8	7.0
Unknown Reason	1,168	48.0	13,942	52.1	54	71.2	762	44.0	1	0.9
Other	204	8.4	1,260	4.7	10	13.2	168	9.7	9	7.8

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Table 3.11 (Continued) Reasons for Early Exit by Instructional Program (1998-99)

	<u>Health & Safety</u>		<u>Home Economics</u>		<u>Parent Ed.</u>		<u>Older Adults</u>		<u>HS/GED</u>	
	N = 352		N = 6		N = 52		N = 96		N = 3,069	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Got a Job	0	0.0	0	0.0	1	1.9	1	1.0	183	6.0
Moved	3	8.6	0	0.0	5	9.6	25	26.1	176	5.7
Schedule/Loc. Conflict	0	0.0	0	0.0	15	28.9	4	4.2	205	6.7
Transportation	0	0.0	0	0.0	0	0.0	0	0.0	36	1.2
Child Care	0	0.0	0	0.0	0	0.0	0	0.0	30	1.0
Family Problems	0	0.0	1	16.7	3	5.8	1	1.0	86	2.8
Own Health	0	0.0	0	0.0	3	5.8	12	12.5	65	2.1
Dependent Health	0	0.0	0	0.0	2	3.8	2	2.1	18	0.6
Changed Program	0	0.0	0	0.0	1	1.9	1	1.0	197	6.4
Lack of Interest	0	0.0	0	0.0	1	1.9	11	11.5	128	4.2
Public Safety	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Admin. Separated	13	37.1	0	0.0	0	0.0	0	0.0	47	1.5
Incarcerated	0	0.0	0	0.0	0	0.0	0	0.0	12	0.4
Deceased	0	0.0	0	0.0	0	0.0	13	13.5	2	0.1
Unknown Reason	3	8.6	3	50.0	19	36.6	24	25.0	1,676	54.5
Other	16	45.7	2	33.3	2	3.8	2	2.1	208	6.8

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Reason for Leaving Early by Gender

As identified earlier, most learners who left before completing their instructional program did so for unknown reasons, although males were slightly more likely to leave without an explanation (53.8 percent) than females (49.8 percent). Among males, schedule/location conflicts (12.8 percent) and employment acquisition (9.2 percent) were the most common reasons for leaving an instructional program before completion. Among females, schedule/conflict conflict was also the most commonly known reason for early exit (9.7 percent) followed again by employment acquisition (8.1 percent). It is also interesting to note that on a percentage basis nearly ten times as many women left early due to child care issues and more than double for family problems than men. These results are very similar to the gender breakdown for 1997-98. See table 3.12 for all other percentages.

Table 3.12 Reason for Early Exit by Gender (1998-99)

	Male		Female	
	N = 2,434		N = 26,734	
	N	%	N	%
Got a Job	1,204	9.2	1,517	8.1
Moved	894	6.8	1,437	7.6
Schedule/Loc. Conflict	1,681	12.8	1,825	9.7
Transportation	175	1.3	430	2.3
Child Care	48	0.4	583	3.1
Family Problems	182	1.4	690	3.7
Own Health	196	1.5	642	3.4
Dependent Health	27	0.2	126	0.7
Changed Program	402	3.1	721	3.8
Lack of Interest	339	2.6	367	1.9
Public Safety	3	0.0	3	0.0
Admin. Separated	64	0.5	62	0.3
Incarcerated	44	0.3	6	0.0
Deceased	23	0.2	23	0.1
Unknown Reason	7,031	53.8	9,382	49.8
Other	771	5.9	1,027	5.5

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Reason for Leaving Early by Age

Age group comparisons were also conducted to identify patterns of barriers (if any) that might lead to early withdrawal by any particular age group. The most common identified barriers or reasons for leaving early were conflicts with schedules (11.0 percent on average across age groups endorsing this barrier), employment acquisition (8.6 percent on average), and relocation (7.3 percent on average). Schedule conflicts as a reason seemed to peak in the years of job acquisition and development (between 21 and 50) and then ebbed thereafter. As would be expected, the percentage of students leaving for health related problems increased with age, and those over 65 had the highest proportion leaving for this reason (14.8 percent). Youth also seemed to play a part in the exit decisions, as learners in the 16-20 age group had higher than average percentages for “moved,” “changed program,” “lack of interest” and “administrative separation.” See table 3.13 below for further results.

Table 3.13 Reasons for Early Exit by Age Groups (1998-99)

	16-20		21-30		31-40		41-50		51-64		65+		Total	
	N = 2,434		N = 26,734		N = 76		N = 1,724		N = 115		N = 35		N = 6	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	250	7.4	1,050	9.4	769	9.1	406	8.9	159	6.7	34	2.7	2,668	8.6
Moved	273	8.1	840	7.5	496	5.9	312	6.9	174	7.3	167	13.0	2,262	7.3
Schedule/Loc. Conflict	217	6.4	1,288	11.6	1,034	12.2	566	12.5	253	10.7	69	5.4	3,427	11.0
Transportation	54	1.6	216	1.9	139	1.6	89	2.0	56	2.4	38	3.0	592	1.9
Child Care	46	1.4	252	2.3	211	2.5	77	1.7	25	1.1	11	0.9	622	2.0
Family Problems	67	2.0	244	2.2	241	2.9	151	3.3	108	4.6	46	3.6	857	2.8
Own Health	41	1.2	144	1.3	160	1.9	117	2.6	156	6.6	190	14.8	808	2.6
Dependent Health	4	0.1	32	0.3	33	0.4	28	0.6	29	1.2	21	1.6	147	0.5
Changed Program	171	5.1	359	3.2	291	3.4	165	3.6	75	3.2	39	3.0	1,100	3.5
Lack of Interest	128	3.8	253	2.3	150	1.8	85	1.9	47	2.0	36	2.8	699	2.2
Public Safety	2	0.1	2	0.0	2	0.0	1	0.0	0	0.0	0	0.0	7	0.0
Admin. Separated	49	1.5	33	0.3	32	0.4	11	0.2	2	0.1	1	0.1	128	0.4
Incarcerated	11	0.3	15	0.1	16	0.2	4	0.1	1	0.0	1	0.1	48	0.2
Deceased	1	0.0	4	0.0	9	0.1	1	0.0	3	0.1	19	1.5	37	0.1
Unknown Reason	1,906	56.4	5,817	52.3	4,335	51.3	2,267	49.9	1,155	48.7	514	40.0	15,994	51.2
Other	155	4.6	591	5.3	533	6.3	265	5.8	126	5.3	96	7.5	1,766	5.7

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Implications of Report Results for Future Data Collection Efforts

Each year a review of the data reveals ways in which the data collection process could be revised and improved. Based on the results of this year's data, the following changes have been implemented for future data collection efforts:

1. All learners enrolled in adult school programs will be required to participate in the data collection efforts.
2. Student Update Record information will be collected on all students. In addition, the timeline will be expanded from the current March 31 submission deadline to June 30, 2000 for all instructional programs.
3. Field training will continue to consist of an administration manual, which will be revised to reflect the additional data collection fields. Accurate data is dependent upon standardized definitions and accurate data collection procedures. The administration manual will be distributed to all appropriate agency staff explaining the importance of the data, the uses for the information, and highlight data collection procedures. Also, additional training emphasis will be placed on key data collection fields, including learner results and the reason a learner may leave the program prior to completion of his or her goal.
4. Data collection instruments will be administered to document progress in each class the learner attends during the school year. Thus, learner progress and retention can be more accurately documented.
5. Multiple Student Entry Records and Student Update Records will be available to closely track learner progress over the course of the school year.

Appendix A

List of All Adult Schools 1998-99

ABC Adult School
Acalanes Adult School
Alameda Adult School
Albany Adult School
Alhambra School District Adult Division
Alpine Adult School
Amador Valley Adult School
Amador-Tuolumne Community Action Agency/ATCAA Even Start
Anaheim UHSD/ Trident Education Center
Anderson Union Adult School
Anderson Valley Adult School
Antelope Valley Adult School
Antioch Adult School
Apple Valley Adult Education
Azusa Adult School
Baldwin Park Adult Education
Banning Adult School (Banning Unified)
Bassett Adult School
Bellflower Adult School / Las Flores Campus
Belmont CAS (LAUSD)
Berkeley Adult School
Black Mountain Adult Education
Black Oak Mine Adult School
Bonita Unified School District
Borrego Springs USD
Brawley Union Adult School
Burbank Adult School
Cabrillo Adult Education
Calexico USD - Adult Basic Education
Capistrano Adult School
Castro Valley Adult School
Centinela Valley Adult School
Central USD Adult School (CLASS)
Ceres Adult Education
Chaffey Adult School
Chino Community Adult School
Chum Creek Continuation High
Claremont Adult School
Clovis Adult School
Coachella Valley Adult School
Coalinga-Huron Adult School
Colton JUSD / Colton Adult School
Compton Adult School
Conejo Valley Adult School
Corcoran JUSD/Corcoran Adult School
Coming Adult Education

Appendix A List of Adult Schools 1998-99 (Continued)

Corona-Norco Adult School
Culver City Adult School
Cutler-Orosi Adult School
Davis Adult School
Delano Adult School
Desert Oasis High School / Central UHSD
Desert Sands Adult Education
Dixon Adult School
Downey Adult School
Durham Adult School (Durham USD)
East Side Adult Education
Edward Shands Adult School
El Cajon Valley Adult Center
El Dorado Adult School
El Monte-Rosemead Adult School
El Rancho Adult School
Elk Grove Adult School
Elliott Ed Center / Modesto City Schools
Escondido Adult School
Etna UHSD Adult Education
Eureka Adult School
Evans CAS (LAUSD)
Fairfield-Suisun Adult School
Fillmore Adult Education
Firebaugh Adult School
Folsom-Cordova Adult Education School
Fontana Adult School
Fortuna Adult School
Fremont Adult School
Fremont School for Adults
Fresno Adult School
Fullerton JUHSD / La Sierra Alternative HS
Galt Adult Education
Garden Grove USD Adult Education
Garfield CAS (LAUSD)
Gateway USD
Gilroy Adult Education
Glendora Unified School District
Golden Oak Adult School/William S. Hart HSD
Gonzales USD Adult Education
Grant Adult Ed. Center
Grossmont Adult School
Hacienda La Puente Adult Education
Hamilton Adult Center
Hamilton Adult School
Hanford Adult School
Hayward Adult School
Hemet Adult School

Appendix A List of Adult Schools 1998-99 (Continued)

Hesperia Adult School
Holtville Adult Education
Huntington Beach Adult School
Inglewood Adult School
Irvine Adult School
Jefferson UHSD Adult Education Division
Jurupa Adult School
Kerman Adult School
Kem HSD / Bakersfield Adult School
King City Adult School
Kings Canyon Adult School
Kingsburg Alternative Education Center
Laguna Beach Adult Ed.
Lassen County Adult School
Laton Adult Education
Laurel Adult School
Laytonville Adult School
Lewis Adult Education Center
Lincoln Adult School / Western Placer USD
Lindsay Adult School
Live Oak Alternative Education Center
Livermore Adult Education
Long Beach School for Adults
Los Angeles CAS (LAUSD)
Los Molinos Adult School
Lucerne Valley Adult School
Lynwood Adult School
Madera Adult School
Manteca Adult School / Lindbergh Ed Center
Manual Arts-Jefferson CAS (LAUSD)
Martinez Adult School
Marysville Adult School
Mendota Adult School
Merced Adult School
Metropolitan Adult Education Program
Minarets Joint Union High School District
Modoc Community Adult School
Monrovia Community Adult School
Montebello Adult Schools
Monterey Adult School
Moreno Valley Community Adult School
Morgan Hill Community Adult School
Mt. Diablo Adult Education / Loma Vista Adult Center.
Mt. View - Los Altos Adult School
Munietta Valley Adult School
Napa Valley Adult School
Neighborhood Centers Adult School
New Haven Adult School

Appendix A List of Adult Schools 1998-99 (Continued)

Newark Adult Education
Newman-Crow's Landing Adult Education
Newport-Mesa USD Adult Education
North Hollywood CAS-Polytechnic (LAUSD)
Northern Humboldt Adult Ed.
Norwalk-La Mirada Adult School
Novato USD / NOVA Adult Education Program
Oakdale JUHSD Adult Education
Oakland Evening Adult School
Oceanside Adult Education (Ocean Shores HS)
Old Marshall Adult School
Orange USD
Oroville Adult School
Oxnard Adult School
Pacific Grove Adult Education
Palm Springs Adult School
Palo Alto Adult School
Paradise Adult Ed.
Paramount Adult Education Center
Pasadena Adult Education
Paso Robles Adult Education (Liberty H.S.)
Perris Community Adult School
Petaluma Adult School
Pittsburg Adult Education Center
Placentia-Yorba Linda Adult School
Placer School for Adults
Pomona Adult & Career Education
Porterville Adult School
Red Bluff Adult Education
Redlands Adult School
Redondo Beach USD / South Bay Adult School
Ripon Adult School
Riverside Adult School
Roseville Adult High School
Rowland Adult and Community Education
Rural Human Services LAUSD Saddleback Valley USD Adult Education
Salinas Adult School
San Benito Adult School
San Bernardino Adult School
San Dieguito Adult School
San Leandro Adult School
San Lorenzo Adult School
San Luis Coastal Adult Ed.
San Marcos USD
San Mateo Adult School
San Pasqual Valley Adult School
San Pedro/Narbonne CAS (LAUSD)
Sanger Adult School

Appendix A List of Adult Schools 1998-99 (Continued)

Santa Clara Adult Education Center
Santa Cruz Adult & Community Education
Santa Maria Adult School
Santa Monica-Malibu USD Adult Education
Selma Adult School
Sequoia Adult School
Silver Valley Adult School
Simi Valley Adult School
Skills & Business Education Center
Sonoma Valley Adult Education
Sonora Adult School
South San Francisco Adult School
Southern Kern Adult Education
Stockton School for Adults
Strathmore UHSD Adult Education
Sunnyvale-Cupertino Adult & Community Ed
Sweetwater UHSD Adult & Continuing Education
Temple City Adult School
Tracy Adult School
Travis Adult School/North Campus High School
Tri-Community Adult Ed.
Trinity Adult School
Trona Adult Education (Trona Joint Unified)
Tulare Adult School
Tulelake Adult School
Turlock Adult School
Tustin Adult Ed.
Ukiah Adult School
Vacaville Adult School
Vallejo Adult School
Valley Adult School
Ventura Adult & Continuing Education
Victor Valley Adult School
Visalia Adult School
Vista Adult School
Wasco Adult Ed.
Washington Union Adult Education
Watsonville/Aptos Adult School
West Contra Costa USD / West Contra Costa Adult Ed
Whittier Adult School
Williams USD / Fresh Water Adult School
Willits Adult School
Wind River High School
Winterstein Adult Center/San Juan USD
Woodlake Adult School
Yreka Adult School
Yucaipa/Calimesa

Appendix B

Geographical Region Data

Table B-1 Regional Distribution of Adult School Learners (1998-99)

	N	%
Bay Area	31,116	16.5
Central Valley	19,078	10.1
LA Perimeter	29,236	15.5
LA County	62,671	33.2
San Diego	9,957	5.3
Ventura	1,071	0.6
Balance of State	35,918	19.0
Total	189,047	100.2

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Table B-2 Instructional Program by Region (1998-99)

	<u>Bay Area</u>		<u>Central Valley</u>		<u>LA Perimeter</u>		<u>LA County</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ABE	1,985	6.4	1,684	8.8	2,972	10.2	4,005	6.4
ESL	20,913	67.2	7,433	39.0	18,082	61.9	49,202	78.4
Citizenship	205	0.7	46	0.2	97	0.3	478	0.8
Vocational Education	3,054	9.8	4,820	25.3	3,551	12.1	2,951	4.7
Adults w/ Disabilities	320	1.0	241	1.3	241	0.8	996	1.6
Health & Safety	53	0.2	390	2.0	432	1.5	168	0.3
Home Economics	99	0.3	0	0.0	0	0.0	33	0.1
Parent Education	1,208	3.9	168	0.9	44	0.2	266	0.4
Older Adults	353	1.1	17	0.1	8	0.0	2	0.0
HS/GED	2,926	9.4	4,279	22.4	3,809	13.0	4,570	7.3
Total	31,116	100.0	19,078	100.0	29,236	100.0	62,671	100.0

	<u>San Diego</u>		<u>Ventura</u>		<u>Balance of State</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ABE	1,104	11.1	155	14.5	2,855	7.9	14,760	7.8
ESL	6,086	61.1	852	79.5	17,618	49.1	120,186	63.6
Citizenship	27	0.3	0	0.0	92	0.3	945	0.5
Vocational Education	1,556	15.6	1	0.1	5,958	16.6	21,891	11.6
Adults w/ Disabilities	1	0.0	0	0.0	1,537	4.3	3,336	1.8
Health & Safety	0	0.0	0	0.0	174	0.5	1,217	0.6
Home Economics	0	0.0	0	0.0	15	0.0	147	0.1
Parent Education	2	0.0	0	0.0	172	0.5	1,860	1.0
Older Adults	6	0.1	0	0.0	1,734	4.8	2,120	1.1
HS/GED	1,175	11.8	63	5.9	5,763	16.0	22,585	11.9
Total	9,957	100.0	1,071	100.0	35,918	100.0	189,047	100.0

Appendix C

Reason for Enrollment Data for Other Programs

Table C-1 Adults with Disability Learners' Primary and Secondary Reasons for Enrollment (1998-99)

Adults w/ Disabilities	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	22	0.7	1	0.0
Improve skills	1,265	40.5	528	18.5
Get job	369	11.8	222	7.8
Improve job	47	1.5	178	6.2
Personal or family	184	5.9	380	13.3
Citizenship	5	0.2	5	0.2
Communication	588	18.8	707	24.7
Enter post-sec.	0	0.0	0	0.0
Mandated	96	3.1	0	0.0
Military	1	0.0	0	0.0
None	0	0.0	97	3.4
Other	547	17.5	739	25.9
Total	3,124	100.0	2,857	100.0

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Table C-2 Home Economics Learners' Primary and Secondary Reasons for Enrollment (1998-99)

Home Economics	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	0	0.0	0	0.0
Improve skills	57	46.7	28	31.1
Get job	1	0.8	8	8.9
Improve job	0	0.0	2	2.2
Personal or family	58	47.6	34	37.8
Citizenship	1	0.8	0	0.0
Communication	0	0.0	1	1.1
Enter post-sec.	0	0.0	0	0.0
Mandated	0	0.0	0	0.0
Military	0	0.0	0	0.0
None	0	0.0	1	1.1
Other	5	4.1	16	17.8
Total	122	100.0	90	100.0

CASAS 1999

Table C-3 Parent Education Learners' Primary and Secondary Reasons for Enrollment (1998-99)

Parent Ed.	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	9	0.5	4	0.3
Improve skills	159	9.0	491	31.7
Get job	16	0.9	20	1.3
Improve job	4	0.2	11	0.7
Personal or family	1,282	72.7	445	28.7
Citizenship	1	0.1	4	0.3
Communication	23	1.3	139	9.0
Enter post-sec.	0	0.0	2	0.1
Mandated	145	8.2	27	1.7
Military	10	0.6	1	0.1
None	13	0.7	112	7.2
Other	102	5.8	294	19.0
Total	1,764	100.0	1,550	100.0

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Table C-4 Older Adults Learners' Primary and Secondary Reasons for Enrollment (1998-99)

Older Adults	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	10	0.6	5	0.4
Improve skills	591	34.1	334	24.8
Get job	12	0.7	9	0.7
Improve job	13	0.8	12	0.9
Personal or family	383	22.1	214	15.9
Citizenship	0	0.0	1	0.1
Communication	510	29.5	172	12.8
Enter post-sec.	0	0.0	0	0.0
Mandated	0	0.0	0	0.0
Military	1	0.1	2	0.1
None	12	0.7	222	16.5
Other	199	11.5	374	27.8
Total	1,731	100.0	1,345	100.0

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Table C-5 Health & Safety Learners' Primary and Secondary Reasons for Enrollment (1998-99)

Health & Safety	Primary Reason		Secondary Reason	
	N	%	N	%
HS Dipl. or GED	32	2.9	19	1.8
Improve skills	125	11.2	187	17.5
Get job	80	7.2	78	7.3
Improve job	12	1.1	25	2.3
Personal or family	189	17.0	539	50.6
Citizenship	6	0.5	1	0.1
Communication	5	0.4	14	1.3
Enter post-sec.	7	0.6	3	0.3
Mandated	615	55.2	77	7.2
Military	7	0.6	2	0.2
None	3	0.3	53	5.0
Other	34	3.0	68	6.4
Total	1,115	100.0	1,066	100.0

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