

# **STUDENT PROGRESS AND GOAL ATTAINMENT REPORT**

Federally Funded WIA/AEFLA Program in California 1999-00



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The report analysis was written by a team at CASAS composed of Rich Van Heertum, Andrew Evans, Patricia Rickard, Jenny Garcia, Barbara Moss, and Autumn Keltner. Matthew Cloney, Glen Ochoa, and Richard Ackerman assisted with data collection and aggregation. Sallie Saltzman created the report cover design. Patricia Rickard, Autumn Keltner, Barbara Moss, and Dennis Johnston edited the report.

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



# **EXECUTIVE SUMMARY**

## **ABE 231 Report for 1999-00: Federally-Funded WIA/AEFLA Programs in California 1999-00**

### **INTRODUCTION**

Federal funding has given supplemental support for programs provided under the mandates of the Adult Education Act, as amended by the National Literacy Act of 1991. Sections 321 and 326 of that act provided funding to serve adults identified as the “least educated, most in need.” In California, ABE 321/326 funding provided local assistance grants for educational services (primarily Adult Basic Education (ABE), English as a Second Language (ESL), and ESL-Citizenship to adults functioning below a high school level (i.e., below a CASAS 230 scaled score). These instructional services have been provided through public school districts, community colleges, community-based organizations, library literacy programs, and county offices of education. Four California state agencies – California Department of Corrections (CDC), California Youth Authority (CYA), California Department of Developmental Services (CDDS), and California Conservation Corps (CCC) – also have been funded under the ABE 321/326 legislation.

New federal legislation, the Workforce Investment Act (WIA) signed by President Clinton on August 7, 1998, subsumed the Adult Education Act. The major purpose of the WIA legislation was to increase the employability, job retention and earnings of adult education agency participants, while reducing welfare dependency and enhancing the productivity and competitiveness of the United States. The WIA legislation required each state to submit a new state plan to apply for the supplemental funds. The plans were to include an assessment of each state’s need for adult education services and descriptions of how it would measure and document progress toward meeting core indicators of performance established under the legislation:

- demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills;
- placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement; and
- receipt of a secondary school diploma or its recognized equivalent.

The major themes of the new California State Plan are to

- serve individuals most in need,
- establish priorities for supplementary funding of adult education programs,
- support a research-based instructional system,
- support a competency-based instructional system,
- establish program benchmarks, and
- evaluate program effectiveness.

Title II of the Workforce Investment Act is titled the Adult Education and Family Literacy Act (AEFLA).

The goals of this Title are to

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

Subsequent to the WIA legislation and the development of the new California State Plan, the implementation of Section 1000(a)(4) of the Consolidated Appropriations Act (P. L. 106-113) set aside funds for Fiscal Year 2000 grants under AEFLA for English Literacy Civics Education Services (EL Civics) requiring the state to revise its plan to incorporate EL Civics services.

This report presents the California ABE 225/231 learner demographic, progress, and goal attainment data for state fiscal year 1999-00. This Executive Summary presents the overview and highlights from each of the chapters included in the report.

## **1999-00 CHAPTER HIGHLIGHTS**

### **1 Overview of Adult Basic Education in California**

Provides information about ABE 225/231 federal programs and CASAS. The learner population, instruments, and data collection methods are discussed. A report overview is presented with chapter content highlights.

#### **Data Highlights**

- 535,978 student records were obtained from learners in ABE, ESL, ESL-Citizenship, and ASE programs. Of these, 511,958 were in local agencies and 24,020 were in state agencies.
- 183 local agencies and the four state agencies submitted data on their learners.

### **2 Total Enrollment Population**

Provides demographic and program services information on individuals served in California's ABE 225/231 programs. The data provided is from learners enrolled in California's ABE 225/231 programs local and state during the 1999-2000 program year who submitted electronic data to CASAS. The provider types that furnished data included California school district adult schools, community college districts, community-based organizations, library literacy programs, county jail programs, and county offices of education, as well as the California Conservation Corps, California Department of Developmental Services, California Department of Corrections, and the California Youth Authority. Additional data on learners in the total enrollment population can be found in appendix C.

#### **Data Highlights**

- The majority (84 percent) of California's ABE 225/231 learners were served by school district adult schools.
- The largest percentage of learners were enrolled in ESL (66.4 percent), with 20.3 percent in ASE, 10.6 percent in ABE, and 2.7 percent in ESL-Citizenship.
- Based on reading pretest scores, 28 percent of ESL learners and 31.4 percent of ESL-Citizenship learners are at the beginning instructional levels. An additional 49.4 percent of ESL and 47 percent of ESL-Citizenship were at the intermediate levels and 22.6 and 21.6 percent at the advanced levels, respectively.
- The majority of ABE learners were at the intermediate level (60.1 percent), with an additional 21.5 percent at the beginning level.
- Adult Secondary Education learners (high school and GED prep classes) had 43.9 percent of learners at the intermediate high level and an additional 45.4 percent at the advanced levels.
- California's ABE 225/231 programs continue to serve more females (53 percent) than males, although the gap has narrowed from the past two years.
- The majority of learners in ABE and ESL programs were between the ages of 21 and 40 (57.2 percent). ASE had the youngest population, and ESL-Citizenship the eldest.

- The large majority (64.8 percent) of learners were Hispanic, serving as the majority in ABE, ESL, ESL-Citizenship and ASE.
- The percentage of Hispanic learners decreased slightly from 1998-99, reversing a trend of steady increases since 1994, while the percentage of Asian learners continued to fall.
- More than half (62.4 percent) of learners had earned no degree upon entry into their program.
- Overall, 49.3 percent of learners were employed upon entry into a program, 32.5 percent were unemployed, 14.6 were unemployed and not seeking work, and 3.6 percent were retired.

### **3 Local Agency Population**

Provides information about program services and individuals served in the local agency population: Adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data. Information on state agencies can be found in chapter 8.

#### **Data Highlights**

- 511,958 Student Entry Records were received from learners enrolled in ABE, ESL, ESL-Citizenship and ASE programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (69.1 percent), with 20.8 percent in ASE, 7.3 percent in ABE, and 2.8 percent in ESL-Citizenship.
- The level upon entry for ABE learners showed 37 percent at the beginning levels, 44.4 percent at the intermediate levels, and 18.6 percent at the advanced levels.
- The level upon entry for ASE learners showed more than 90 percent at the adult secondary low or adult secondary high level.
- ESL and ESL-Citizenship learners entered programs predominantly at the beginning levels (72.2 percent and 69.8 percent, respectively).
- The percentage of local agency learners who indicated they received TANF/GAIN or other public assistance was 6.7 percent, an increase from 1998-99.
- The most frequently cited primary reasons for enrollment for ABE learners were high school diploma or GED attainment (38.4 percent) and improving basic skills (34.2 percent).
- The most frequently cited primary reasons for enrollment for ESL learners were improvement of English (36.8 percent) and basic skills (24.1 percent).
- The most frequently cited primary reasons for enrollment among ESL-Citizenship learners were U.S. citizenship (52.7 percent) and improvement of English skills (23.2 percent).
- The most frequently cited primary reasons for enrollment among ASE learners were attainment of high school diploma or GED (83.2 percent) and improvement of basic skills (6.4 percent).

### **4 Goal Attainment Information for the Local Agency Population**

Provides information on local agency learners' goal attainment. Goal attainment information was collected on the Student Update Record and was obtained from learners during and at the end of the instructional period. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional period, from July 1, 1999 to June 30, 2000.

#### **Data Highlights**

- 32.8 percent of learners remained in their program at the same level, while 10.8 percent left after completion, and 19.6 percent completed their goal and moved up.
- Overall retention rate have decreased somewhat during the last three years, from 70.7 percent in 1997-98 to 67.6 percent in 1998-99 to 63.2 percent this year.
- Among learners who remained in their program 30.9 percent completed a level and moved on to a higher level and an additional 17.1 percent left after completion of goal or level.

- Learners reported the following key outcomes: job acquisition (11 percent), meeting personal goal (39.3 percent), improved communication skills (29.9 percent), increased involvement in their community (11.8 percent), met educational goals (40.1 percent), and high school/GED acquisition (8 percent).
- Learners whose primary reason for enrollment was to get a job reported the highest percentage (21.3 percent) of employment acquisition. This represents a 15.8 percent increase from last year.
- Among learners who enrolled to acquire a high school diploma or GED, 20.8 percent reported achievement of that goal.
- Among learners who enrolled to improve basic or English skills, 40.3 and 37.8 percent reported meeting their personal goal.
- 58.1 percent of learners who left their instructional program prior to completion did so for unknown reasons.
- Among those with a known reason for early exit, schedule conflicts (9.8 percent), employment acquisition (6.8 percent), and relocation (5.2 percent) were the most frequently cited.
- Females were nearly ten times as likely to leave an instructional program before completion because of child care issues.
- Elderly learners left at a much higher rate because of health problems.

## **5 Test Scores and Learning Gains for the Local Agency Population**

Provides information on test scores and learning gains in California's ABE 225/231 programs. The chapter is based on test data collected from the local population.

### **Data Highlights**

- Programs submitted valid reading pretests for 209,169 learners, with 28,234 in ABE or ASE, 175,005 in ESL, and 5,930 in ESL-Citizenship.
- The mean reading pretest score among ABE and ASE learners was 228.7. For ESL, it was 208.2 and for ESL-Citizenship 207.3.
- Math pretest scores were compiled from a total of 8,235 ABE and ASE learners with an average score of 220.6.
- Listening pretest scores were compiled from a total of 22,237 learners, of which 21,356 were ESL and 881 were ESL-Citizenship. The average score was 205 for ESL learners and 204.7 for ESL-Citizenship.
- Reading learning gains averaged 5.9 for ABE/ASE learners, 7.7 for ESL, and 7.3 for ESL-Citizenship.
- Math learning gains averaged 5.8 points for the 2,414 ABE/ASE learners who submitted test data for this modality.
- Listening learning gains averaged 5.8 points for ESL (5,629 learners) and 6.3 for ESL-Citizenship (270 learners).
- Reading and listening learning gains were the highest in five years across each scoring range and overall. This, however, is partially or wholly based on the increased period between pre- and post-testing and the more complete testing of the population.

## 6 The California Benchmark Report

Provides information on the California Benchmark Report. The chapter is based on data from the whole testing population. It starts with a short synopsis of the report and its underlying logic and then looks at the aggregated results of the report for 1999-00.

### Data Highlights

- There were 535,978 Student Records, with 366,846 eligible for inclusion in the benchmark report.
- A total of 89,279 (16.7 percent) were dropped from the report for lack of an Update record and 79,853 (14.9 percent) were dropped for having accrued fewer than 12 hours of instruction during the program year.
- Among those eligible for benchmarks, 67.2 percent were ESL learners, 21 percent ASE, 9.2 percent ABE, and 2.6 percent ESL-Citizenship.
- The breakdown of proportionality for the priorities is as follows: Priority 1 (32 percent), Priority 2 (0.4 percent), Priority 3 (45.6 percent), Priority 4 (1 percent), and Priority 5 (21 percent).
- Of the 366,846 learners eligible for a benchmark, 129,344 (35.3 percent) provided valid paired test data.
- Of the total eligible population, 94,064 (25.6 percent) achieved at least one benchmark. Of those with paired test data, the percentage was 72.7 percent.
- In total, 116,973 benchmarks were earned, with 67.1 percent being significant gains, 16.9 percent two-level movement, and a combined 16 percent acquisition of either a high school diploma or GED certificate.
- The vast majority of paired tests were reading (89.5 percent), with a small subset of listening (6.5 percent) and math (4 percent) tests included.
- California made a majority of their core performance indicators for 1999-00, as outlined in the state plan.

## 7 Instructional Setting and Focus

Provides information about program services in California's ABE 231/225 programs. Class questionnaire data were collected from a sample of classes from local ABE 231/225 programs – school district adult schools, community college districts, community-based organizations, and library literacy programs during the program year from July 1, 1999 to June 30, 2000. Program service information includes the time of day classes met, the number of learners in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.

### Data Highlights

- 6,727 instructional questionnaires were received from ABE 225/231 programs with the vast majority in adult schools (70.4 percent) and community college districts (19.1 percent).
- An majority of classes (44.2 percent) were held in the morning, followed by evening (40.8 percent) and afternoon (15 percent) classes.
- ABE 231/225 classes averaged 24.6 learners.
- 22.9 percent of classes offered a teacher's aide or tutor at least once a week, although CYA and CDC offered this assistance to 75.7 and 64.8 percent, respectively.
- Over one-third of classes had computers as a tool in the classroom.
- The majority of classes that used computers used them in a lab setting (54.7 percent), with 35.7 percent in the class, and 9.6 percent using both.
- Overall, 41.7 percent of classes with computers also had Internet access.
- Life skills was the major content emphasis of instruction in 74.4 percent of classrooms, followed by study skills (41 percent) and workforce literacy (35.3 percent).

- Reading, listening and speaking were emphasized subjects in more than 70 percent of classes, with grammar (52 percent) and writing (61.7 percent) also receiving emphasis.
- Adult schools were the predominant setting for 55.5 percent of all classes, mainly for adult school, and community colleges for CCDs.

## 8 State Agency Population

Provides information about program services, individuals served, and goal attainment in the four state agency ABE 225/231 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).

### Data Highlights

- Data representing 24,062 learners were provided by programs in the four state agencies: California Department of Corrections (65.1 percent of data), California Youth Authority (22.5 percent), California Department of Developmental Services (7.4 percent), and the California Conservation Corps (5 percent).
- The majority (80.7 percent) of learners were enrolled in ABE programs, with the remainder in ESL programs (8.5 percent) and ASE (10.8 percent).
- Male learners (85.9 percent) made up the majority of the state agency population.
- More than half (51.9 percent) of all learners were between the ages of 16 and 30, with an additional 26.6 percent between 31 and 40.
- Hispanics (43.2 percent) are the most highly represented ethnicity, followed by blacks (28 percent) and whites (21.8 percent).
- The majority of learners cited obtaining a high school diploma or GED (39.1 percent) or improving basic skills (23.3 percent) as their primary reason for enrollment.
- 56.5 percent of learners were retained at the same level, while 9.2 percent left after completion of goal or level, and 5.9 percent moved on to a higher level.
- Learners in state agency ABE programs averaged 227 on the CASAS reading assessment, compared to 228.7 in the local program population, while ESL learners averaged 209.3.
- Reading learning gains averaged 4.6 for ABE/ASE learners and 5.7 for ESL.

## 9 Special Education Population

Provides information on program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who:

- indicated “special education” in the special program box on the entry form,
- received services from the California Department of Developmental Services, and
- took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A).

Many special education learners remain in their programs for several years. For these learners, programs were instructed to test once a year, a less frequent time frame for collecting the data than that found for other learners (who are tested at least twice a year).

### Data Highlights

- The special education population comprised mainly adult schools learners (65.3 percent) and learners from the California Department of Developmental Services (29.3 percent).
- The majority of special education learners were male (58.6 percent) and the under 40 (64.8 percent).
- Special education learners were mainly white (45.1 percent) or Hispanic (34.2 percent).
- The vast majority reported having earned no degree at time of entry (65.1 percent).
- The most frequently cited primary reasons for enrollment were improvement of basic skills (43.4 percent).

- 59.3 percent of special education learners were retained at the same instructional level, with 16.6 percent moving up a level and an additional 17.8 percent completing their level.
- The average pretest score for the special education population was 184.4.

## **10 ABE 225/231 Funding Category Comparison**

Provides demographic and program services information about individuals served in California's ABE 225/231 programs, separated by funding category.

### **Data Highlights**

- 231 learners were served primarily in adult schools (89.1 percent) and community college districts (10.1 percent), while 225 learners were served predominantly in the California Department of Corrections (51.6 percent), jail programs (24.7 percent), and the California Youth Authority (17.8 percent).
- ESL programs served the majority of 231 learners (69.7 percent) and ABE programs served the majority of 225 learners (67.4 percent).
- Adult secondary programs served nearly equal proportions of learners in 231 (20.3 percent) and 225 (20.7 percent) programs.
- The instructional level upon entry did not vary substantially between 225 and 231 programs.
- The vast majority of learners in 225 (86.1 percent) were male, while a smaller majority of 231 learners were female (55.4 percent).
- The age distribution for 225 and 231 learners were quite similar, although 231 programs had a larger proportion of learners under 30.
- Hispanics comprised the majority of 231 (66.1 percent) and 225 (44.3 percent) learners.
- Significantly higher percentages of whites (22.4) and blacks (26.2) were found in 225 programs.
- Spanish was the most common native language for 231 learners (61.2 percent), while English was the most common language for 225 learners (68.4 percent).
- Both 231 and 225 programs had large proportions of learners with no formal degree, although 225 (78.2 percent) showed a higher proportion than 231 (61.4 percent).
- More 225 learners enrolled to obtain a high school diploma or GED (40.9 percent), while more 231 learners enrolled to improve basic or English skills (47.3 percent).
- 231 programs had more learners completing a level and moving up (19.7 percent versus 6.4 percent), while 225 programs had more learners remaining at the same level (43.3 percent versus 33.2 percent).
- Mean reading pretest scores were similar for 231 and 225 programs in both ABE (228.6 and 227.5, respectively) and ESL (208.2 and 209.4, respectively).
- Mean learning gains were moderately higher for 231 learners.



# 1 OVERVIEW OF ADULT BASIC EDUCATION IN CALIFORNIA

*This report presents the ABE 225/231 California learning progress and goal attainment data for state fiscal year 1999-00. Chapter 1 contains information about ABE 225/231 federal programs and CASAS. The learner population, instruments, and data collection methods are discussed. A report overview is presented with chapter content highlights.*

## **Data Highlights**

535,978 student records were obtained from learners in ABE, ESL, ESL-Citizenship, and ASE programs. Of these, 511,958 were in local agencies and 24,020 were in state agencies.

183 local agencies and the 4 state agencies submitted data on their learners.

## **BACKGROUND**

### **Federal ABE 225/231 Grants**

Federal funding has given supplemental support for programs provided under the mandates of the Adult Education Act, as amended by the National Literacy Act of 1991. Sections 321 and 326 of that act provided funding to serve adults identified as the “least educated, most in need.” In California, ABE 321/326 funding provided local assistance grants for educational services (primarily Adult Basic Education (ABE), English as a Second Language (ESL), and ESL-Citizenship to adults functioning below a high school level (i.e., below a CASAS 230 scaled score). These instructional services have been provided through public school districts, community colleges, community-based organizations, library literacy programs, and county offices of education. Four California state agencies – California Department of Corrections (CDC), California Youth Authority (CYA), California Department of Developmental Services (CDDS), and California Conservation Corps (CCC) – also have been funded under the ABE 321/326 legislation.

New federal legislation, the Workforce Investment Act (WIA) signed by President Clinton on August 7, 1998, subsumed the Adult Education Act. The major purpose of the WIA legislation was to increase the employability, job retention and earnings of adult education agency participants, while reducing welfare dependency and enhancing the productivity and competitiveness of the United States. The WIA legislation required each state to submit a new state plan to apply for the supplemental funds. The plans were to include an assessment of each state’s need for adult education services and descriptions of how it would measure and document progress toward meeting core indicators of performance established under the legislation:

- demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills
- placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement
- receipt of a secondary school diploma or its recognized equivalent.

The major themes of the new California State Plan are to

- serve individuals most in need
- establish priorities for supplementary funding of adult education programs
- support a research-based instructional system
- support a competency-based instructional system

- establish program benchmarks
- evaluate program effectiveness

Title II of the Workforce Investment Act is titled the Adult Education and Family Literacy Act (AEFLA). The goals of this Title are to

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

Subsequent to the WIA legislation and the development of the new California State Plan, the implementation of Section 1000(a)(4) of the Consolidated Appropriations Act (P. L. 106-113) set aside funds for Fiscal Year 2000 grants under AEFLA for English Literacy Civics Education Services (EL Civics) requiring the state to revise its plan to incorporate EL Civics services.

### **California ABE 225/231 Programs**

The new five-year state plan for Adult Basic Education, effective July 1, 1999 through June 30, 2004, describes processes for evaluating local programs and how evaluation findings are to be used to have an impact on program improvement. This plan, amended to incorporate the EL Civics education services, states:

A comprehensive evaluation of the federally-funded *Adult Education and Literacy Act* program, will be conducted annually and will address the extent to which local providers have implemented each of the twelve required activities specified in Sections 225 and 231. This evaluation will: (1) collect local provider and student performance measures as specified in the state plan, (2) determine the level of student performance improvement, (3) identify program quality, and (4) determine the extent to which the populations specified in the State plan were served.” The Plan further states that the major focus of the evaluation is to be the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the U. S. Department of Education, Division of Adult Education and Literacy (DOE/DAEL).

Results of the evaluation will provide relevant information about the (1) effectiveness of the Section 225/231 and EL Civics grants programs, (2) characteristics of learners participating in each of the programs, (3) analyses of student learning gains and other outcomes, (4) extent to which populations specified in the state plan were served and (5) identification of best practices and emerging needs.

A fundamental change mandated by WIA/AEFLA is the requirement for states to establish a comprehensive performance accountability system. Each state must measure and document student skill/competency levels and level completions for the purpose of aggregating and reporting the information at the national level. In response to the program accountability mandate, the DOE/DAEL initiated a plan to expand its national reporting system for collecting data on adult education program outcomes. The framework of the plan specified the purposes of the adult education program, the essential characteristics of an accountability system; and identified the seven categories of outcome measures. This plan became the framework for the National Reporting System (NRS) with a mandate to provide an accountability system for the federally funded adult education program.

The previous California State Plan allocated the supplemental federal funding based on student hours of attendance. It required

- all agencies to collect demographic and program information only for students who attended during a specified limited time frame

- only those agencies selected as testing (sampling) agencies to provide student progress and learning gains data
- only serving learners who were functioning below a high school level (i.e., below a CASAS scaled score of 230)

The new state plan allocates supplemental federal funding to local agency providers based on student performance and goal attainment in educational programs.

It requires all agencies to

- collect demographic and program information
- monitor and document individual student progress and learning gains
- document other student outcomes such as the completion of a GED or attainment of a high school diploma
- serve up to ten percent of learners who were functioning at a high school level but did not have a GED or high school diploma

Agencies must now collect data and provide documentation of student outcomes for all students for whom they are receiving federal supplemental funding for the entire school year.

The first year of the new state plan, 1999-2000, was a transition year, when agencies were establishing baseline data. Programs received funding based on their estimated projections of student progress and goal attainment, and their documentation of expense, but not on actual student progress and outcomes. This process allowed agencies one year to focus concerted efforts on putting an effective performance accountability system in place.

As in previous years, the *Student Progress and Goal Attainment Report, Federally-Funded WIA/AEFLA, Title II, Programs in California 1999-2000* presents the **quantitative** learner data collected through the CASAS statewide accountability process while the *Annual Narrative Performance Report, Federally-Funded WIA/AEFLA, Title II, Programs in California 1999-2000* focuses on the **qualitative** program data, or the voices from the field. The main source of information for the quantitative data was the submission of TOPSpro data from participating agencies. This data includes demographic information, reasons for enrollment, progress and outcomes, and test information for all learners in ABE 231 programs. A subset of programs also completed the supplemental instructional questionnaire for 1999-00, which provides information on class setting and instructional focus.

CDE submits both of these reports to DOE/DAEL to meet its WIA/AEFLA, Title II, evaluation requirements.

In California, ABE 225/231 funding supplements instructional services for adults functioning at or below a high school level. Local assistance grants are awarded to Adult Basic Education, English as a Second Language programs (including ESL-Citizenship), and adult high school/GED preparation (known heretofore as Adult Secondary Education (ASE)) in school district adult schools, community college districts, community-based organizations, library literacy programs, county offices of education, and jail programs, all of which must meet California Department of Education eligibility requirements. Four California state agencies – California Conservation Corps (CCC), California Department of Corrections (CDC), California Department of Developmental Services (CDDS), and California Youth Authority (CYA) – are also funded by ABE 225/231.

### **About CASAS**

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 100 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.

The California Department of Education 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 using this system, education programs are able to report learner assessment results from standardized assessments and to document other learners' goal attainment and trend data. By using this standardized system, data from a variety of learners and agencies can be aggregated to produce this statewide report. 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 ABE 225/231 Population**

#### **Total Enrollment Population**

California agencies receiving ABE 225/231 funds included 185 local agencies and four state agencies. From these agencies, a total of 535,978 Student Entry Records were collected from learners enrolled in Adult Basic Education (ABE), English as a Second Language (ESL), ESL-Citizenship, and Adult Secondary Education (ASE) classes.

#### **Subpopulations**

The California ABE 225/231 total enrollment population was separated into two distinct subpopulations for this report, as listed below:

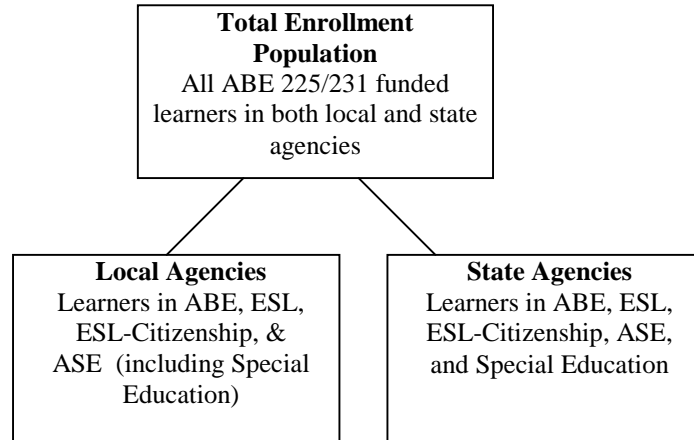
- **Local agencies** include learners enrolled in adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. This group included 511,958 learners in ABE, ESL, ESL-Citizenship, and ASE programs.
- **State agencies** include learners from the four state agencies operating ABE 225/231 programs: the California Department of Corrections, California Youth Authority, California Conservation Corps, and the California Department of Social Services. This group accounts for 24,018 learners.

Notably, **local special education learners** are included in the demographic, goal attainment, classroom setting, and benchmark chapters (2 through 4, 6, 7, and 10), but are excluded from the learning gains analysis of chapter 5. Chapter 9 looks at the special education group as a whole, including state agency learners. The local special education population comprised 2,523 learners, with an additional 1,093 in state agencies.

Figure 1.1 contains a graphic representation of the above-described populations to be discussed within this report.

**Figure 1.1**

**The California ABE 225/231 Population**



CASAS 2001

**Local Agencies**

A total of 511,958 Student Entry Records with assigned instructional program were collected from learners in local agencies. Of the 185 funded local agencies, 183 submitted data. See Table 1.1.

**Table 1.1**

**Local Agencies (1999-00)**

Local Agency Type	# of Agencies	Number of Student Entry Records				Total
		ABE	ESL	ESL-Cit	ASE	
Adult Schools	133	32,081	304,386	12,665	101,651	450,783
Community-Based Organizations	13	1,076	516	458	13	2,063
Community College Districts	15	1,676	47,473	916	1,051	51,116
County Offices of Education	3	44	43	7	72	166
Jail Programs	10	2,076	1,219	0	3,659	6,954
Library Literacy Programs	9	561	215	89	11	876
<b>Total</b>	<b>183</b>	<b>37,514</b>	<b>353,852</b>	<b>14,135</b>	<b>106,457</b>	<b>511,958</b>

CASAS 2001

### Local Special Education Learners

Local agencies submitted information for 2,523 special education learners. See Table 1.2.

**Table 1.2**

#### Local Special Education Learners (1999-00)

Provider Type	# of Agencies	ABE	ESL	ESL-Cit	ASE	Total
Adult Schools	110	1,024	769	23	549	2,365
Community-Based Organizations	1	2	0	0	0	2
Community College Districts	12	19	118	8	6	151
County Offices of Education	1	0	0	0	1	1
Jail Programs	2	2	0	0	0	2
Library Literacy Programs	1	2	0	0	0	2
<b>Total</b>	<b>127</b>	<b>1,049</b>	<b>887</b>	<b>31</b>	<b>556</b>	<b>2,523</b>

CASAS 2001

### State agencies

The four state agencies submitted data on 24,020 learners with assigned instructional program. See Table 1.3.

**Table 1.3**

#### State Agencies (1999-00)

State Agency	Number of Student Entry Records				Total
	ABE	ESL	ESL-Cit	ASE	
California Conservation Corps	1,024	0	0	164	1,188
California Department of Corrections	13,143	1,542	0	964	15,649
California Department of Developmental Services	1,777	0	0	8	1,785
California Youth Authority	3,440	493	0	1,465	5,398
<b>Total</b>	<b>19,384</b>	<b>2,033</b>	<b>0</b>	<b>2,601</b>	<b>24,020</b>

CASAS 2001

### Data Collection Forms

All agencies collected information from learners using the Student Entry Record, Student Update Record, and Student Test Record. Each of the instruments uses a scannable format. CASAS provided all agencies with a copy of the TOPSpro software. TOPSpro reads the data and provides agencies with a variety of usable report options to summarize learner information for students, instructors, and administrators. The California Department of Education (CDE) mandated that agencies use TOPSpro, or a like tracking system, and export their data electronically to CASAS for inclusion in statewide data aggregation.

The Student Entry Record collects information on demographics, reason for enrollment, instructional program, and instructional level. The Student Update Record collects information on hours of instruction, instructional level, progress, learner results, and reason for leaving early. The Student Test Record is the answer sheet for student responses to individual CASAS administered tests.

Each agency was also required to have instructors complete one instructional questionnaire for each class. The instructional questionnaire gathers data regarding the instructional setting and available resources. See appendix B for copies of these three CASAS forms and the aforementioned questionnaire.

## **METHODOLOGY**

### **Local Agencies**

CDE required that all California agencies receiving ABE 225/231 funds collect demographic and progress information on all students with 12 or more hours for the entire year. If a program completed an Entry Record for a learner, the program was also to complete an Update Record. CDE also instructed programs to administer pre- and post-tests for all students who completed at least 12 hours of instruction. Programs collected this information using the CASAS Student Entry, Update, and Test Records.

### **Progress Testing Timelines**

In prior years, a sample of agencies was selected from the larger local agency population and required to administer a CASAS pretest and post-test to measure student learning gains. Agencies were requested to administer a pretest to students during any two-week window from the beginning of the fall semester through October 31. The post-test for these students was to be administered at the end of the course or term, after 80-120 hours of instruction, or upon exit from the course or program, but no later than April 15. However, for 1999-00 the census sampling procedure has been replaced with mandated testing for all students in all programs. In addition, this testing is not limited to the fall semester, instead encompassing the whole academic year. In this case, that is from July 1, 1999 to June 30, 2000.

### **Special Education Learners**

California adult basic education agencies receiving ABE 225/231 funds were instructed to collect Student Entry Record information on all individuals enrolled and attending from the beginning of the fall semester through June 30, 2000. In prior years, progress and post-tests were generally collected on an annual basis rather than after the 80-120 hours suggested for learners in other local agency programs. However, for 1999-00, a large portion of special education learners did both pre- and post- testing during the program year.

### **State Agencies**

CDE instructed the four California state agencies receiving ABE 225/231 funds to follow the same guidelines as listed above for local agencies, including collection of data from Student Entry, Update and Test records.

## **REPORT OVERVIEW**

### **Chapter Contents**

**Chapter 2** reports program and learner data for the total enrollment population.

**Chapters 3-6** report data for local agencies only.

- Chapter 3 reports program and learner information for the local agency population
- Chapter 4 reports reasons for enrollment and goal attainment for the local agency population
- Chapter 5 presents testing results for the local agencies

**Chapter 6** presents benchmark information for the total enrollment population.

**Chapter 7** presents program services information as completed by local and state testing agencies.

**Chapter 8** presents data related to the four state agencies.

**Chapter 9** presents information on the adult special education population who attends a program within a local agency.

**Chapter 10** presents information on 225 and 231 funded agencies separately.

**Appendixes** contain tables with additional detailed information.

Table 1.4 may be used as a guide to understanding the data presented in each chapter of this report. This table outlines which portion of all ABE 225/231 data collected from California programs is reported in each chapter.

**Table 1.4**

**Characteristic for the Chapters (1999-00)**

Chapter	Data Reported (N)	Data Set: Data Description	Local Agencies				State Agencies			
			ABE	ESL	ESL-Cit	ASE	CCC	CDC	CDDS	CYA
2	536,833	<b>Total Enrollment Population:</b> Data collected from the total enrollment population (state & local).	x	x	x	x	x	x	x	x
3 & 4	511,958	<b>Local Agency Population:</b> Data collected from all local agency learners with a defined instructional program.	x	x	x	x				
5	209,169	<b>Local Testing Population:</b> Data for all local agency learners with one or more tests.	x	x	x	x				
6	535,978	<b>Total Enrollment Testing Population:</b> Data selected for all learners who were eligible for benchmark report (state & local).	x	x	x	x	x	x	x	x
7	6,727	<b>Program Services:</b> Data for all programs that completed the instructional questionnaire.	x	x	x	x	x	x	x	x
8	24,062	<b>State Agency Population:</b> Data for the four state agencies.					x	x	x	x
9	3,616	<b>Total Enrollment Population:</b> Data for all Special Education learners within state or local agencies.	x	x	x	x	x	x	x	x
10	536,833	<b>Total Enrollment Population:</b> Data separated between the 225 and 231 funding categories.	x	x	x	x	x	x	x	x

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## 2 TOTAL ENROLLMENT POPULATION

*Chapter 2 provides demographic and program services information on individuals served in California's ABE 225/231 programs. The data provided is from learners enrolled in California's ABE 225/231 programs local and state during the 1999-2000 program year who submitted electronic data to CASAS. The provider types that furnished data included California school district adult schools, community college districts, community-based organizations, library literacy programs, county jail programs, and county offices of education, as well as the California Conservation Corps, California Department of Developmental Services, California Department of Corrections, and the California Youth Authority. Additional data on learners in the total enrollment population can be found in appendix C.*

### **Data Highlights**

- The majority (84 percent) of California's ABE 225/231 learners were served by school district adult schools.
- The largest percentage of learners were enrolled in ESL (66.4 percent), with 20.3 percent in ASE, 10.6 percent in ABE, and 2.7 percent in ESL-Citizenship.
- Based on reading pretest scores, 28 percent of ESL learners and 31.4 percent of ESL-Citizenship learners are at the beginning instructional levels. An additional 49.4 percent of ESL and 47 percent of ESL-Citizenship were at the intermediate levels and 22.6 and 21.6 percent at the advanced levels, respectively.
- The majority of ABE learners were at the intermediate level (60.1 percent), with an additional 21.5 percent at the beginning level.
- Adult Secondary Education learners (high school and GED prep classes) had 43.9 percent of learners at the intermediate high level and an additional 45.4 percent at the advanced levels.
- California's ABE 225/231 programs continue to serve more females (53 percent) than males, although the gap has narrowed from the past two years.
- The majority of learners in ABE and ESL programs were between the ages of 21 and 40 (57.2 percent). ASE had the youngest population, and ESL-Citizenship the eldest.
- The large majority (64.8 percent) of learners were Hispanic, serving as the majority in the three instructional programs and ESL-Citizenship.
- The percentage of Hispanic learners decreased slightly from 1998-99, reversing a trend of steady increases since 1994, while the percentage of Asian learners continued to fall.
- More than half (62.4 percent) of learners had earned no degree upon entry into their program.
- Overall, 49.3 percent of learners were employed upon entry into a program, 32.5 percent were unemployed, 14.6 were unemployed and not seeking work, and 3.6 percent were retired.

## PROGRAM INFORMATION

Program information includes provider type (designated to each agency), instructional program, instructional level, and special program status. The instructional program, instructional level, and special program status were provided by instructors and learners on the Student Entry Record form completed by each learner.

### Provider Type

ABE 225/231 learners were served in six local program providers and four state agencies. The local program providers included school district adult schools (Adult:  $N=133$ ), community college districts (CCD:  $N=15$ ), community-based organizations (CBO:  $N=13$ ), library literacy programs (Library:  $N=9$ ), county jail programs (jails:  $N=10$ ), and county offices of education (COE:  $N=3$ ).

State agencies account for the other four provider types. The California Conservation Corps (CCC) serves at-risk youth in 16 locations. The Department of Developmental Services (CDDS) serves institutionalized adults in nine state hospitals and developmental centers. The California Department of Corrections (CDC) serves incarcerated adults in 35 prisons, and the California Youth Authority (CYA), serves youths between the ages of 17 and 25 who have been sentenced by the courts, in 15 locations.

The majority (84 percent) of California's ABE 225/231 learners were served by school district adult schools in 1999-00. This follows a trend of moderate increases for the last several years. Other major providers were community college districts (9.5 percent), the California Department of Corrections (2.9 percent), and jail programs (1.4 percent). Looking at the percentage changes in proportional representation among the various provider types, it is clear that adult schools and community college districts have become more highly representative of the overall funded population. This has been coupled with a sizable decrease in the number of learners served by community-based organizations and library literacy programs due primarily to a drop in the number of funded agencies in these two provider types. See Table 2.1.

**Table 2.1**

### Provider Type (From 1995 to 2000)

	1995-96		1996-97		1997-98		1998-99		1999-00	
	N	%	N	%	N	%	N	%	N	%
Adult	86,324	70.9	99,616	73.2	118,815	76.2	129,882	82.6	450,994	84.0
CCD	20,349	16.7	20,667	15.2	19,038	12.2	11,866	7.5	51,156	9.5
CBO	4,644	3.8	5,101	3.7	8,118	5.2	4,000	2.5	2,066	0.4
Library	806	0.7	944	0.7	1,515	1.0	1,199	0.8	884	0.2
Jail	883	0.7	1,384	1.0	255	0.3	552	0.4	7,504	1.4
COE	186	0.2	186	0.2	3,815	2.4	285	0.2	167	0.1
CDC	4,830	4.0	4,637	3.4	2,177	1.4	7,318	4.7	15,662	2.9
CDDS	2,303	1.9	2,467	1.8	365	0.2	741	0.5	1,786	0.3
CYA	511	0.4	387	0.3	1,480	0.9	681	0.4	5,401	1.0
CCC	905	0.7	713	0.5	290	0.2	602	0.4	1,213	0.2
<b>Total</b>	<b>121,741</b>	<b>100.0</b>	<b>136,102</b>	<b>100.0</b>	<b>155,868</b>	<b>100.0</b>	<b>157,126</b>	<b>100.0</b>	<b>536,833</b>	<b>100.0</b>

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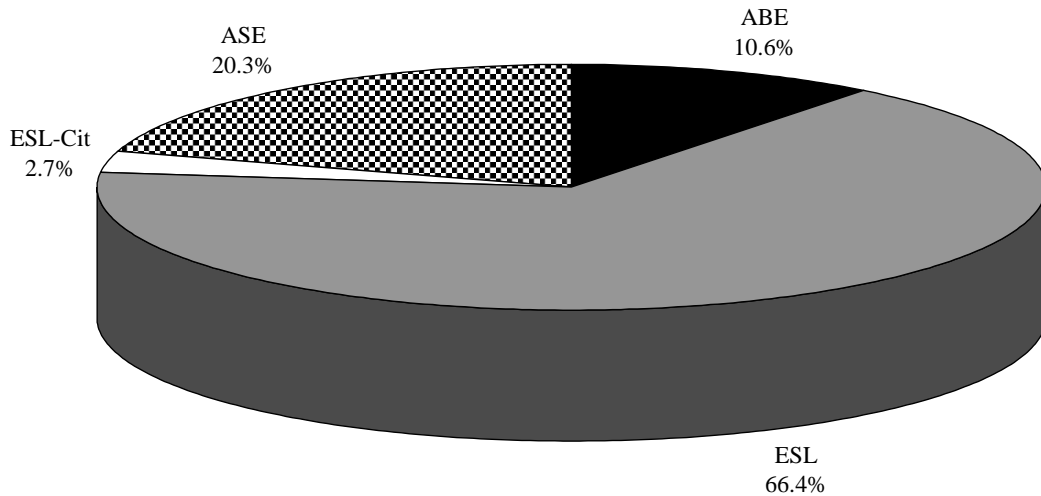
### Instructional Program

Programs submitted Student Entry Records with instructional program for 535,978 learners enrolled in California's ABE 225/231 programs. The total from the previous page of 536,833 was the total number of learner data received, with 855 learners not indicating instructional program. The pertinent total for the rest of the report will thus exclude these 855 learners and comprise 535,978. In prior years, under the Adult Education Act, 321 funded agencies were restricted to ABE, ESL and ESL-Citizenship programs. The initiation of the new WIA legislation and accompanying California State Plan on July 1, 1999, however, approved funding for adult secondary education (ASE) programs, in addition to the original three. This group consists of those learners enrolled in either high school diploma or GED preparation classes.

The largest proportion of learners, 66.4 percent, were served in English as a Second Language (ESL) programs. Following this group were ASE learners (20.3 percent), Adult Basic Education (ABE) learners (10.6 percent), and ESL-Citizenship programs (2.7 percent). See Figure 2.1.

**Figure 2.1**

**Total Enrollment Population by Instructional Program (1999-00)**



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Note: N = 535,978

With the accountability requirements of WIA Title II that all ABE 231 agencies provide data for all learners in all programs, as opposed to the old system of using a census sample, the amount of learner data has increased dramatically. This is also because of the addition of high school diploma and GED classes to the ABE 231 funding. In comparing the proportions across years, it is worthwhile to look at the three original programs percentages in the absence of ASE.

With this limitation, ABE programs accounted for 13.3 percent of the data, ESL programs for 83.4 percent, and ESL-Citizenship for 3.3 percent. This indicates a proportional decrease in both ABE and ESL-Citizenship, with that increase being consumed by ESL. While ESL-Citizenship numbers have fallen significantly during the last two years, they have returned to longer-run historical trends. It is surmised that the main reasons for this decline are the end of the amnesty period, when special supplemental funding was given to provide English language instruction to those learners who qualified under IRCA (Immigration Reform & Control Act of 1986), and the changes in INS regulations that make it more difficult for those seeking citizenship.

Because of the new accountability requirements of WIA Title II, the total data received increased significantly, even as the total number of agencies in the program decreased. The total number of educational providers has significantly decreased during the last three years from 326 agencies in 1997-98 to 275 in 1998-99 down to 190 for 1999-00. Adherence to the larger data collection requirements has clearly played a role in this trend, as the average number of enrollments per agency has increased from 572 last year to 2,886 this year (an increase of more than 400 percent). See Table 2.2 below.

It should be noted that interpretation of the comparative analyses regarding instructional program should be undertaken with caution because of the addition of ASE programs to the analysis.

**Table 2.2**

**Total Enrollment Population by Instructional Program (1995-96 to 1999-00)**

	1995-96		1996-97		1997-98		1998-99		1999-00	
	N	%	N	%	N	%	N	%	N	%
ABE	25,576	21.5	22,343	17.5	24,414	15.7	25,304	16.1	56,898	10.6
ESL	85,963	72.3	89,563	70.3	115,210	73.9	120,457	76.7	355,887	66.4
ESL-Citizenship	7,302	6.2	15,544	12.2	16,244	10.4	11,365	7.2	14,135	2.7
ASE	--	--	--	--	--	--	--	--	109,058	20.3
<b>Total</b>	<b>118,841</b>	<b>100.0</b>	<b>127,450</b>	<b>100.0</b>	<b>155,868</b>	<b>100.0</b>	<b>157,126</b>	<b>100.0</b>	<b>535,978</b>	<b>100.0</b>

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**Patterns of Provider Services Within Instructional Program**

Further analysis of provider type indicates that representation of learners in the various instructional programs varies from one provider type to the next. Within ABE, the top three providers in regard to number of learners served were school district adult schools (56.4 percent), CDC (23.1 percent), and CYA (6 percent) with the remaining learners distributed rather evenly across the other groups. For ESL, only two providers dominated: school district adult schools (85.4 percent) and community college districts (13.3 percent). ESL-Citizenship programs had similar representation, with 89.6 percent of learners in adult schools and 6.5 percent in CCD; although 3.2 percent of ESL-Citizenship learners were in CBOs. The trends for these programs are relatively consistent with last year. ASE had the preponderance of learners in adult school programs (93 percent), with some representation in jails (3.5 percent) and CYA (1.3 percent) as well. See Table 2.3.

**Table 2.3**

**Provider Type by Instructional Program (1999-00)**

<b>Instructional Program</b>	<b>ADT</b>	<b>CCD</b>	<b>CBO</b>	<b>Library</b>	<b>COE</b>	<b>CDC</b>	<b>CDDS</b>	<b>CYA</b>	<b>Jail</b>	<b>CCC</b>
ABE	56.4%	2.9%	1.9%	1.0%	0.2%	23.1%	3.1%	6.0%	3.6%	1.8%
ESL	85.4%	13.3%	0.1%	0.2%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%
ESL-Cit	89.6%	6.5%	3.2%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
ASE	93.0%	1.0%	0.0%	0.0%	0.1%	0.9%	0.0%	1.3%	3.5%	0.2%

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Note: N = 535,978

Additional program information concerning learners who comprised the total enrollment population is available in appendix C.

### Instructional Level Upon Entry

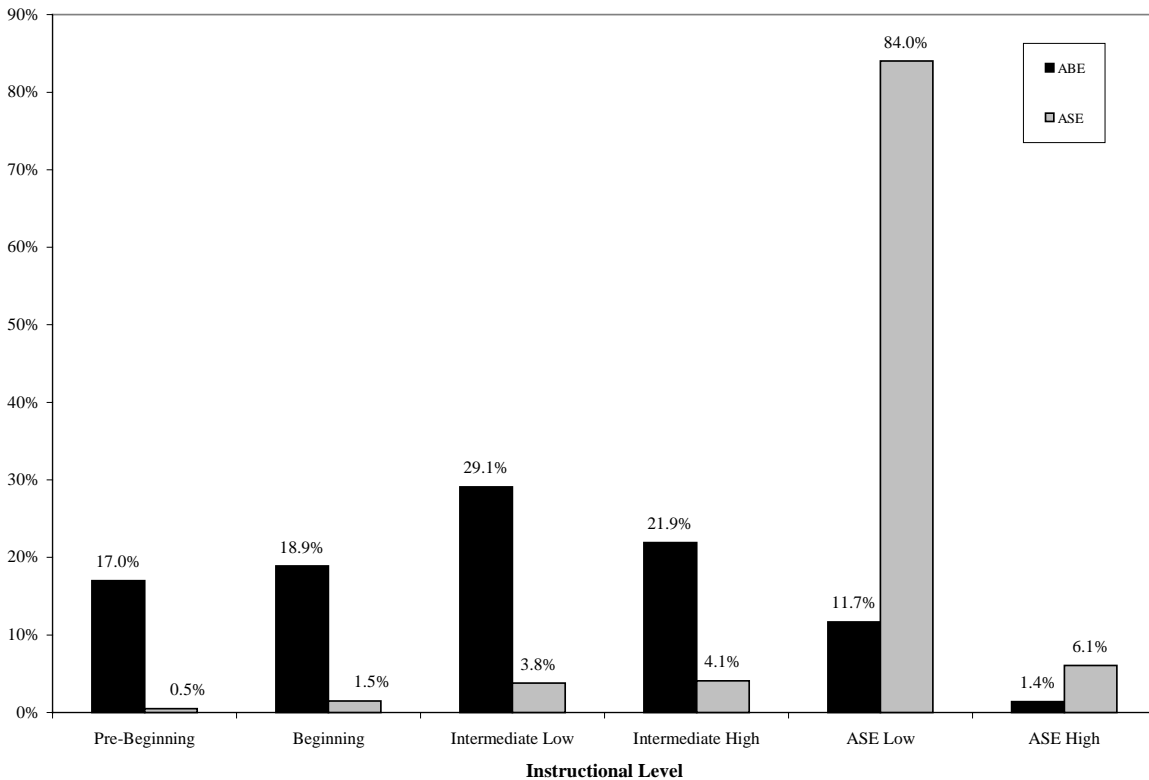
Historically, instructional level upon entry was reported in chapter 2 based on instructor assessment of a learner's level on the Entry Record. However, as the number of learners with test results has increased dramatically, and the trend should continue into the foreseeable future, this section will transition to the use of test scores in determining instructional level. However, to allow analysis of trend data for 1999-00, both representations of the data are presented below.

### Instructional Level

**ABE:** The data show that 35.9 percent of the ABE participants are at the beginning level, a combined 51 percent at the intermediate level, and 13.1 percent at the advanced level. One interesting finding is that the proportion of learners at the lowest level has increased from last year (17 versus 15.9 percent), while the beginning level has decreased drastically (from 35 percent in 98-99 to 18.9 percent this year). Much of this drop has been consumed by an increase at the intermediate level, which has increased from 32.7 percent to 51 percent this year. Finally, the two advanced levels combined for 13.1 percent of the total ABE population versus 16.4 percent last year. The indication seems to be that learners are continuing in programs from one year to the next and improving their skills each year – with some exit out of the advanced levels as those learners meet their goals and some new entry of low literacy skill learners for 1999-00. See figures 2.2 and 2.4.

**Figure 2.2**

**ABE & ASE Learners' Instructional Level Upon Entry to Program (1999-00)**



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Note: ABE N = 38,334; ASE N = 71,386

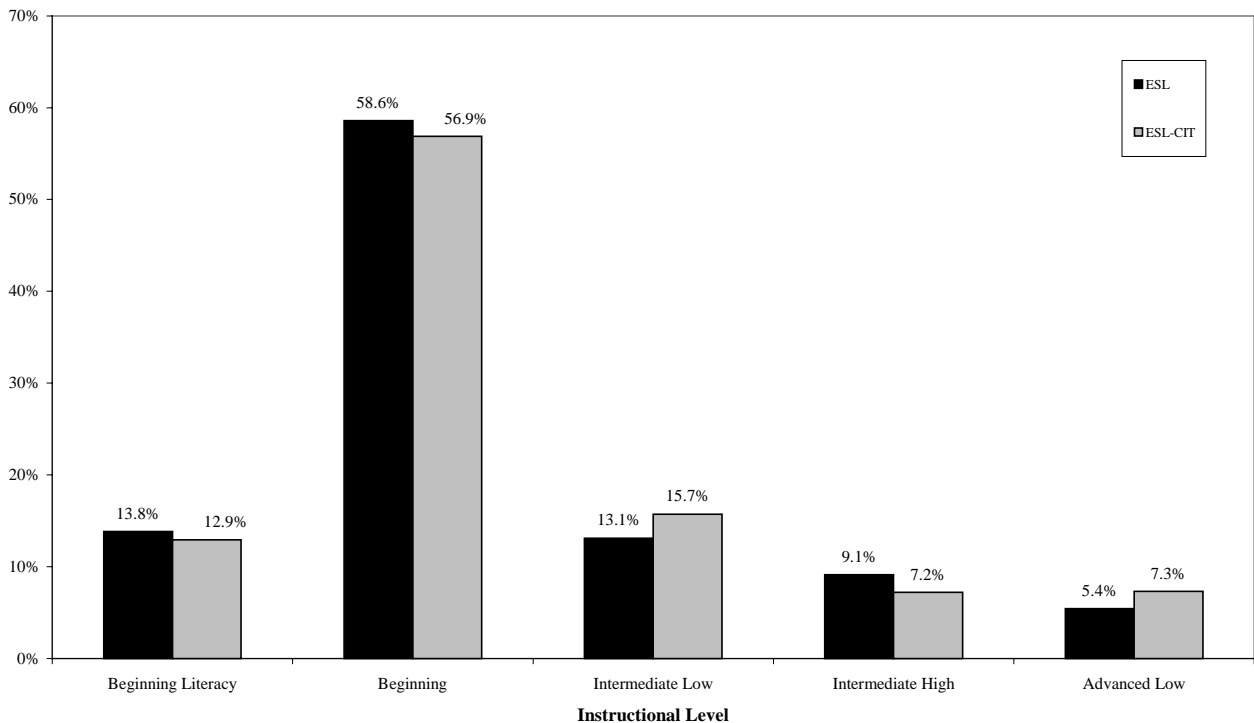
**ASE:** The majority of adult secondary education learners entered the program at the ASE low (84 percent) or ASE high (6.1 percent) level. The 9.9 percent who are at lower levels are most likely in a position where larger amounts of instructional intervention are necessary to move them toward reaching their goals.

**ESL:** The data indicate that 72.4 percent of ESL learners were at one of the beginning levels. This is a much higher percentage than last year when 63.3 percent of ESL learners were at the beginning levels. While this seems to indicate a shift to serving lower level learners in the ESL programs, an analysis of level based on test scores (see Figure 2.8) seems to indicate a higher skill level for these learners. See Figure 2.3.

**ESL-Citizenship:** The data indicate that 69.8 percent of all ESL-Citizenship learners entered at the beginning levels with an additional 22.9 percent at the intermediate levels and 7.3 percent at the advanced low level. It is at the intermediate high level that learners are likely prepared to take the citizenship test and undergo the citizenship interview. See Figure 2.3.

**Figure 2.3**

**ESL & ESL-Citizenship Learners' Instructional Level Upon Entry (1999-00)**



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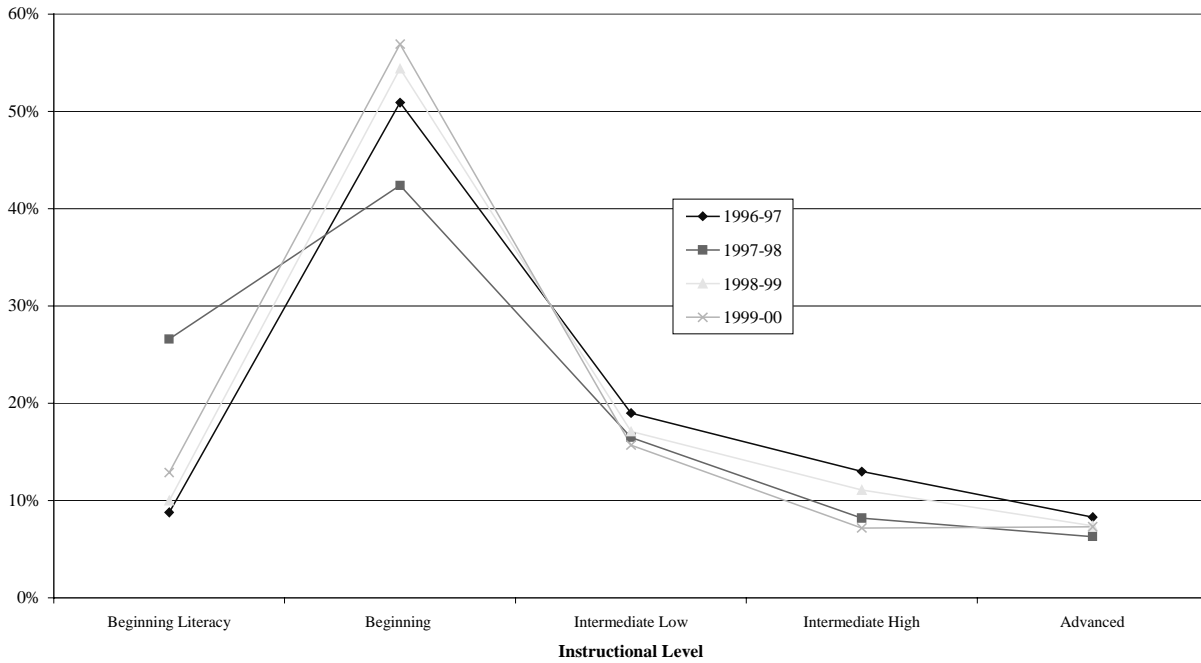
Note: ESL  $N = 317,749$ ; ESL-Cit  $N = 10,275$

### Instructional Level Trend Data

A review of trend data on instructional level reveals that with the exception of 1997-98, the number of ESL-Citizenship learners at the beginning levels has been incrementally increasing from year to year. However, the data also show a relatively stable population distribution. See Figure 2.4.

**Figure 2.4**

**ESL-Citizenship Instructional Level Trends From 1996-97 to 1999-00**



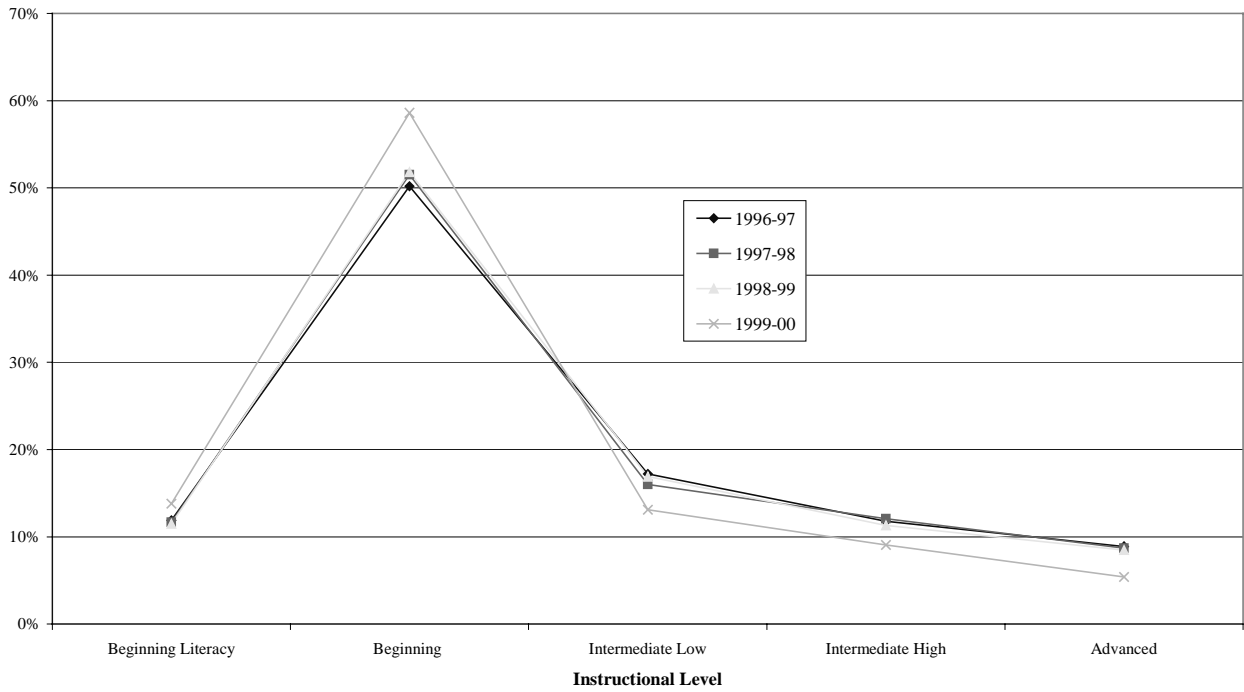
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Note: 1996-97: N=14,154; 1997-98: N=13,921; 1998-99: N=10,122; 1999-00: N=10,275

As seen in the trend data below, ESL instructional level has been relatively stable during the last four years, although the population at the beginning literacy and beginning levels has increased this year, with a compensatory decrease in the upper three levels. See Figure 2.5.

**Figure 2.5**

**ESL Instructional Level Trends from 1996-97 to 1999-00**



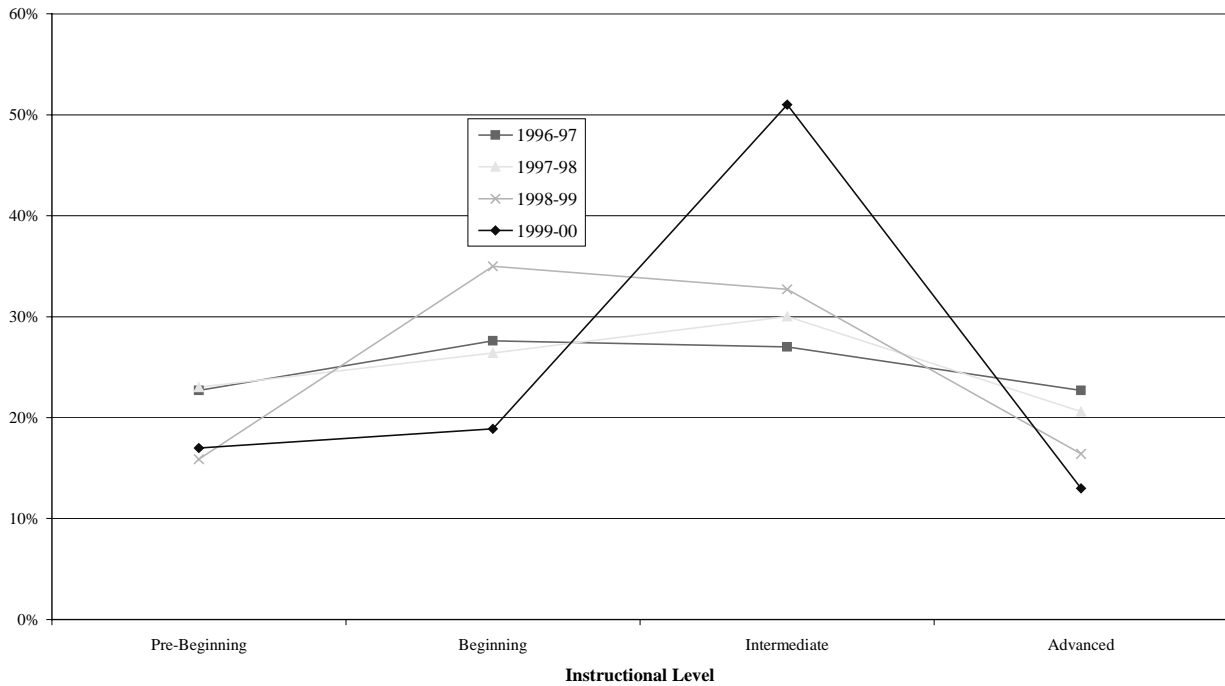
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Note: 1996-97: N=87,043; 1997-98: N=110,707; 1998-99: N=114,153; 1999-00: N = 317,749

ABE level has shown the most divergence over the years, with the most dramatic shift occurring during 1999-00. There has been a significant shift upward in the overall level of the learners, from the beginning levels into the intermediate levels. As expressed above, this could be indicative of an ABE population that maintains learners over several years and thus a demonstration of the effectiveness of these programs in both retention and learner advancement – though it should be noted that this is conjecture. See Figure 2.6.

**Figure 2.6**

**ABE Instructional Level Trends from 1996-97 to 1999-00**



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Note: 1996-97:  $\underline{N}$  = 20,727; 1997-98:  $\underline{N}$  = 20,884; 1998-99:  $\underline{N}$  = 18,888; 1999-00  $\underline{N}$  = 38,334

## Instructional Levels Served within Provider Type

Some variation existed in the instructional level across the various provider types.

**ABE:** Community-Based organizations and CDDS served much higher proportions of learners in the lower ABE instructional levels than did other providers. Among ABE learners serviced by CBOs, 95.8 percent were at the beginning literacy level while CDDS learners enrolled in ABE programs had 61.2 percent at that level and an additional 26 percent at the beginning level. Adult schools and jails served the majority of the ASE level learners, with 20.5 percent and 21.6 percent at the upper two levels, respectively. See Table 2.4.

**ESL:** Jail programs and county offices of education served a much higher percentage of learners in the beginning ESL instructional levels than did other providers (85.3 percent and 90.5 percent, respectively). Among those providers serving the highest percentage of advanced level ESL learners (defined here as intermediate high or above) were CYA (65.4 percent), library literacy programs (14.2 percent), community college districts (15.5 percent), and adult schools (14.4 percent).

**Table 2.4**

### Instructional Level Upon Entry by Provider Type (1999-00)

ABE	Adult		CCD		CBO		Library		COE		CDC		CDDS		CYA		Jail		CCC	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Beginning Literacy	2,317	12.7	46	3.5	723	95.8	201	37.5	1	3.0	984	9.3	1,081	61.2	751	25.1	379	21.8	45	10.0
Beginning	3,810	21.0	309	23.3	13	1.7	136	25.4	2	6.1	1,634	15.5	458	26.0	314	10.5	403	23.2	164	36.3
Intermediate Low	5,012	27.6	585	44.2	14	1.9	124	23.1	6	18.2	3,523	33.4	166	9.4	1,181	39.4	339	19.5	212	46.9
Intermediate High	3,314	18.2	302	22.8	2	0.3	64	11.9	24	72.7	3,905	36.9	54	3.1	491	16.4	241	13.9	6	1.3
ASE Low	3,469	19.1	62	4.7	0	0.0	9	1.7	0	0.0	481	4.6	3	0.2	96	3.2	354	20.4	0	0.0
ASE High	256	1.4	20	1.5	2	0.3	2	0.4	0	0.0	36	0.3	1	0.1	163	5.4	19	1.2	25	5.5
<b>Total</b>	<b>18,178</b>	<b>100.0</b>	<b>1,324</b>	<b>100.0</b>	<b>754</b>	<b>100.0</b>	<b>536</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>10,563</b>	<b>100.0</b>	<b>1,763</b>	<b>100.0</b>	<b>2,996</b>	<b>100.0</b>	<b>1,735</b>	<b>100.0</b>	<b>452</b>	<b>100.0</b>
<b>ESL</b>																				
Beginning Literacy	38,515	14.3	4,339	9.7	61	13.3	46	21.8	23	54.8	552	41.9	--	--	7	2.2	178	13.0	--	--
Beginning High	157,209	58.4	26,973	60.2	210	45.7	105	49.8	15	35.7	549	41.7	--	--	44	13.6	988	72.3	--	--
Intermediate Low	34,791	12.9	6,525	14.6	101	22.0	30	14.2	4	9.5	107	8.1	--	--	61	18.8	126	9.2	--	--
Intermediate High	23,967	8.9	4,510	10.1	77	16.8	12	5.7	0	0.0	79	6.0	--	--	189	58.3	50	3.7	--	--
Advanced Low	14,776	5.5	2,403	5.4	10	2.2	18	8.5	0	0.0	23	1.7	--	--	23	7.1	25	1.8	--	--
Advanced High	12	0.0	8	0.0	0	0.0	0	0.0	0	0.0	8	0.6	--	--	0	0.0	0	0.0	--	--
<b>Total</b>	<b>269,270</b>	<b>100.0</b>	<b>44,758</b>	<b>100.0</b>	<b>459</b>	<b>100.0</b>	<b>211</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>1,318</b>	<b>100.0</b>	--	--	<b>324</b>	<b>100.0</b>	<b>1,367</b>	<b>100.0</b>	--	--
<b>ESL-CIT</b>																				
Beginning Literacy	1,185	13.2	141	18.2	1	0.2	1	1.1	0	--	--	--	--	--	--	--	--	--	--	--
Beginning	5,119	56.9	460	59.4	235	55.4	39	44.3	2	--	--	--	--	--	--	--	--	--	--	--
Intermediate Low	1,299	14.5	118	15.2	159	37.5	33	37.5	0	--	--	--	--	--	--	--	--	--	--	--
Intermediate High	654	7.3	47	6.1	27	6.4	7	8.0	0	--	--	--	--	--	--	--	--	--	--	--
Advanced Low	725	8.1	8	1.1	2	0.5	8	9.1	5	--	--	--	--	--	--	--	--	--	--	--
<b>Total</b>	<b>8,982</b>	<b>100.0</b>	<b>774</b>	<b>100.0</b>	<b>424</b>	<b>100.0</b>	<b>88</b>	<b>100.0</b>	<b>7</b>	--	--	--	--	--	--	--	--	--	--	--
<b>ASE</b>																				
Beginning Literacy	318	0.5	0	0.0	0	0.0	0	0.0	0	0.0	3	0.4	0	0.0	38	4.0	20	0.8	0	0.0
Beginning	547	0.8	1	0.1	1	7.7	0	0.0	2	3.0	7	0.9	2	25.0	394	41.6	103	3.9	4	66.7
Intermediate Low	2,435	3.7	4	0.5	4	30.8	0	0.0	12	17.9	109	14.2	3	37.5	67	7.1	107	4.1	2	33.3
Intermediate High	2,140	3.2	13	1.5	3	23.1	4	36.4	22	32.8	352	45.7	0	0.0	124	13.1	293	11.2	0	0.0
ASE Low	56,600	85.7	828	94.8	5	38.4	6	54.5	20	29.9	232	30.2	3	37.5	171	18.1	2,020	77.0	0	0.0
ASE High	4,032	6.1	27	3.1	0	0.0	1	9.1	11	16.4	66	8.6	0	0.0	152	16.1	78	3.0	0	0.0
<b>Total</b>	<b>66,072</b>	<b>100.0</b>	<b>873</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>	<b>769.0</b>	<b>100.0</b>	<b>8.0</b>	<b>100.0</b>	<b>946</b>	<b>100.0</b>	<b>2,621</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>

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**ESL-Citizenship:** Adult schools (70.1 percent) and community college districts (77.6 percent) served a much higher proportion of their ESL-Citizenship learners at the beginning instructional levels. The provider type that served the highest percentage of advanced learners were library literacy (9.1 percent) and adult schools (8.1 percent).

**ASE:** The vast majority of ASE learners were enrolled in adult schools (92.8 percent), followed by jails and community college districts. The distribution of instructional levels across provider types was relatively similar for ASE learners, with the majority of the learners at the higher levels.

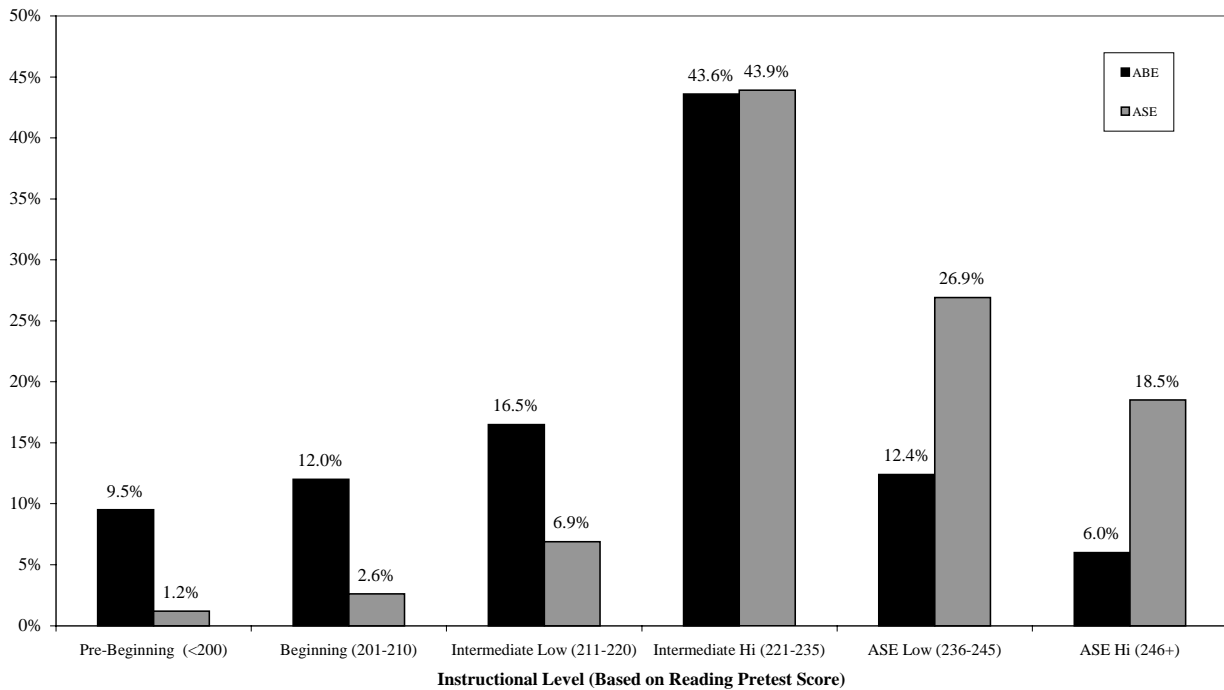
**Instructional Level Based on Reading Pretest Scores**

This section looks at instructional level as defined by learners’ reading pretest scores. The data highlighted significant differences between the level as defined by test data and the level completed by instructors on the Student Entry Record.

**ABE:** The test data below indicates that instructors tended to underestimate the skill level of learners (see Table 2.3). Using test scores as the unit of measure, fewer learners were at the beginning levels (21.5 versus 35.9 percent), more were at the intermediate (60.1 versus 51 percent) and advanced levels (18.4 versus 13.1 percent). See Table 2.7.

**Figure 2.7**

**ABE & ASE Learners’ Instructional Level Upon Entry to Program (1999-00)**



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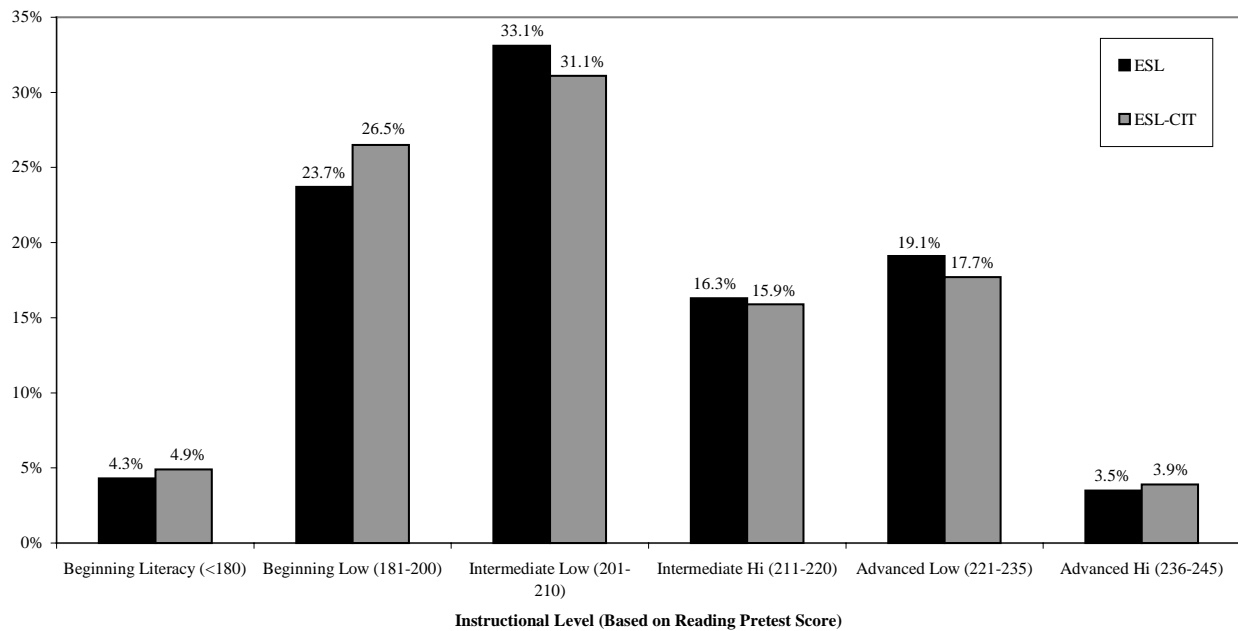
Note: ABE N = 22,610; ASE N = 16,865

**ASE:** For adult secondary learners, the trend shifted, and the test data indicate that instructors tended to overestimate the skill level upon entry. Reading test scores indicate more learners at the lower levels and a divergence at the upper levels. While instructors indicated on the Entry Record that the majority of ASE learners were at the ASE low level (83.9 percent), test data seems to indicate that a larger proportion are at the intermediate levels upon entry (50.8 percent). And, while fewer are at the ASE low level (26.9 percent), more are at the ASE high level (18.5 versus 6.1 percent). See figures 2.2 and 2.7.

**ESL:** The test scores for ESL learners seem to again indicate that instructors are underestimating the skill level of learners upon entry. While instructors endorsed on the Student Entry Record more than 70 percent of learners at the beginning levels, data show only 28 percent at those two levels. From the intermediate level upward, test scores show higher proportions than do instructor assessment. Specifically, intermediate levels are 27.2 percentage points higher (49.4 percent) and advanced levels are 17.2 percentage points higher (22.6 percent). See Figure 2.8.

**Figure 2.8**

**ESL & ESL-Citizenship Learners' Instructional Level Upon Entry to Program (1999-00)**



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Note: ESL N = 176,724; ESL-Cit N = 5,949

**ESL-Citizenship:** Test scores for these learners follow the trend for ESL learners above. In the case of ESL-Citizenship learners, the top three levels show more than twice the proportions as do teacher endorsements. In addition, beginning levels are substantially lower proportions using test scores as the unit of measurement (31.4 versus 69.9 percent). See Figure 2.8 above.

## LEARNER INFORMATION

Both instructors and learners provided learner information on the Student Entry Record form. Information detailed in this summary includes gender, age, ethnic background, years of education, and highest degree earned. Similar to last year's report, learners' reasons for enrollment are discussed separately for the local agency population (chapter 4) and the state population (chapter 9).

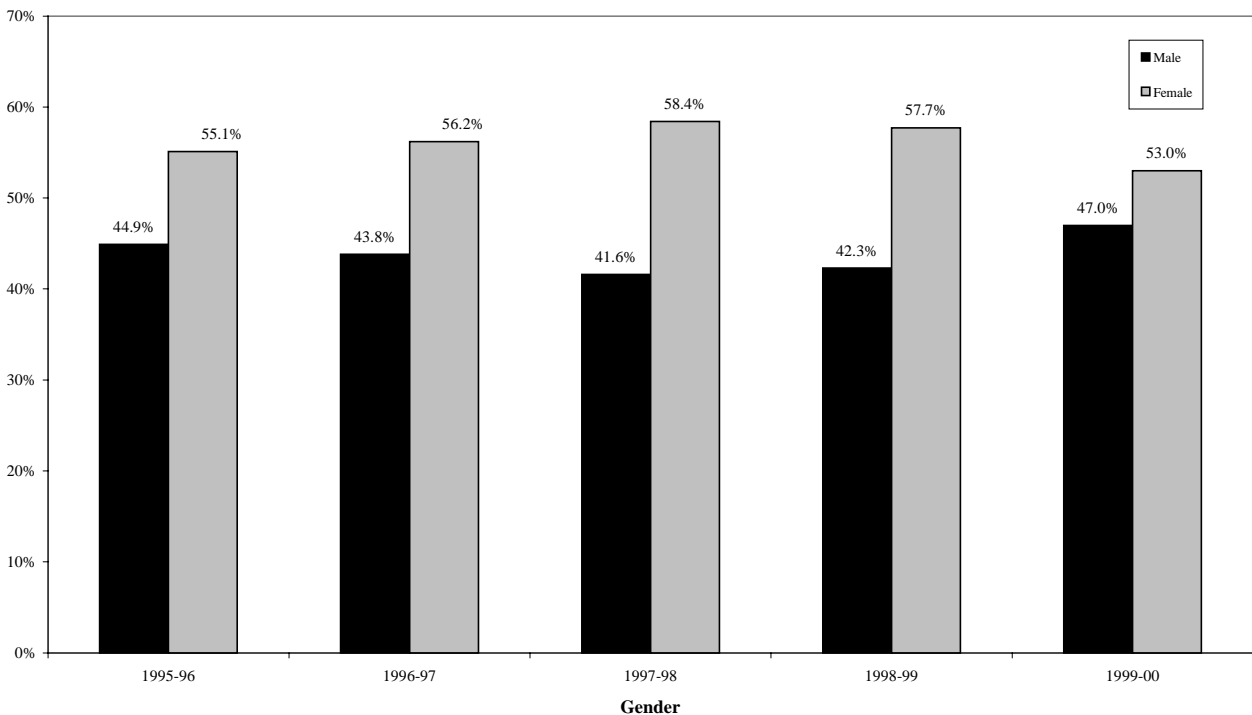
### Gender

In 1999-00, as has been the case in prior years, California's ABE 225/231 programs served more female than male learners (53 percent). However, after five years of relative consistency in gender ratio, 1999-00 has shown a slight decline in the proportion of females served. See Figure 2.9. The gender distribution of the population varied by provider type.

Adult schools, community colleges, and library literacy programs enrolled a greater percentage of females than males. In contrast, males were the overwhelming majority in jails and the four state agencies. Community-based organization and county offices of education had gender ratios that favored men by small margins. See Table C.1 of appendix C for gender by provider type.

**Figure 2.9**

**Learner Gender (1995-96 to 1999-00)**



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Note:  $N = 512,451$

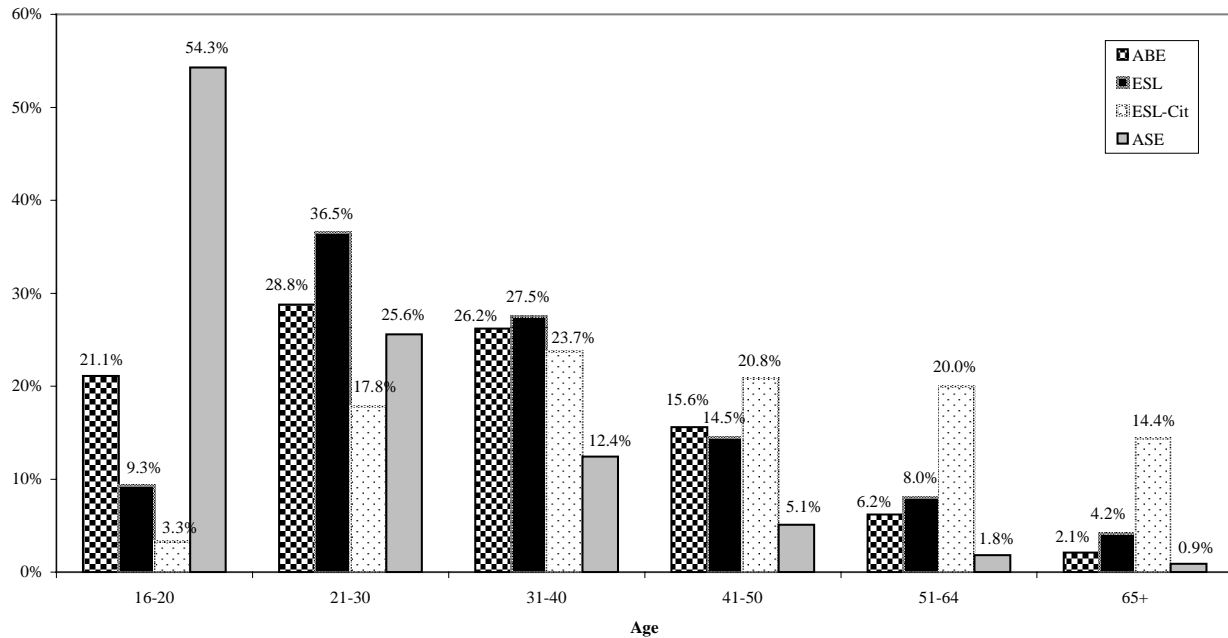
## Age

More than one-half (57.2 percent) of ABE 225/231 learners were between the age of 21 and 40 years old. ASE, as would be expected based on the target population, served the youngest population with 54.3 percent between the ages of 16 and 20 and an additional 25.6 percent in the 21-30 range. ABE served a younger population (49.9 percent 30 or below) than ESL (45.8 percent) and ESL-Citizenship (21.1 percent), with the latter serving the oldest population. More than one-half (55.2 percent) of ESL-Citizenship learners were over 40, and 34.4 percent were over 50. See Figure 2.10

There was a substantial increase among the 16-20 age group, of 10.1 percentage points from 1998-99 to 1999-00. This was coupled with a decrease among learners over 40 (31.2 percent for 1999-99 versus 23.2 percent for this year). See Table C.2 of appendix C.

**Figure 2.10**

### Age by Instructional Program (1999-00)



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Note: N = 501,260

Across provider type, CYA and CCC had substantially higher proportion of learners in the 16-20 age range (86.9 and 63.7 percent, respectively). CBOs (48.7 percent), library literacy programs (38.1 percent), and CDDS (52.8 percent) served the largest population of learners over 40. See Table C.2 of appendix C.

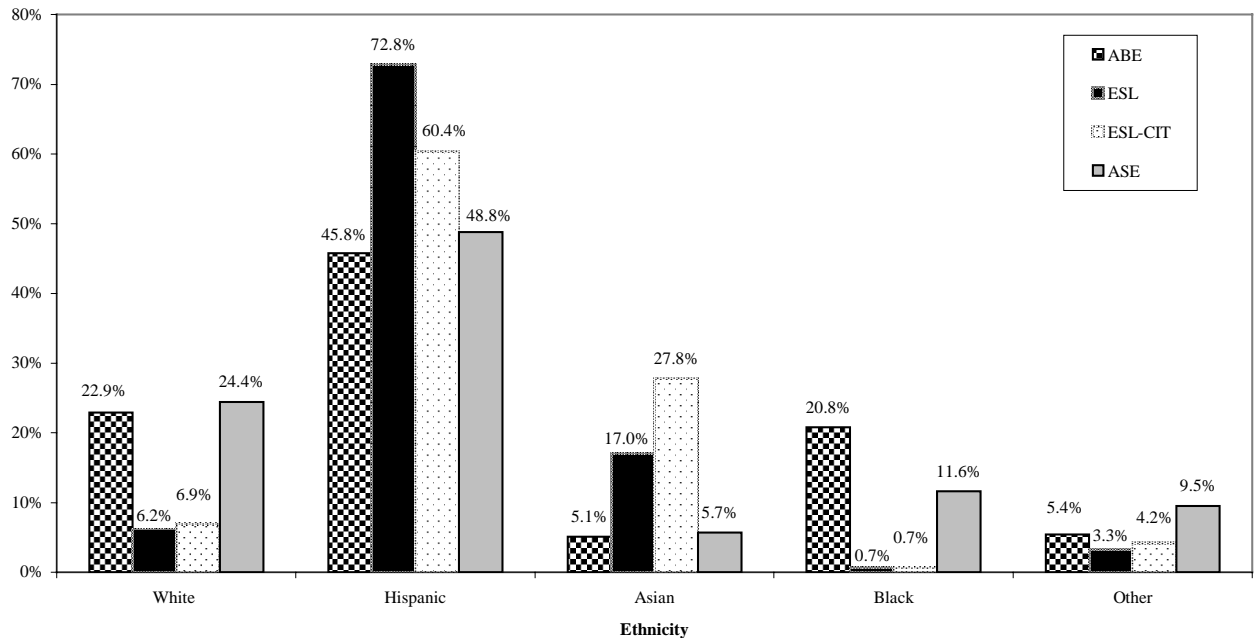
## Ethnic Background

The majority of ABE 225/231 learners were Hispanic (64.8 percent). Following this were Asians (13.8 percent), whites (11.6 percent), and blacks (5 percent). The percentage of Hispanic learners decreased slightly from 98-99 (66.8 percent), while the precipitous decline in Asian learners during the last few years continued unabated (18.9 percent for 98-99). The decline in these two groups was met with an increase in whites (11.6 percent), from 9.5 percent in 98-99, and an increase in representation from other ethnic groups including American Indians (2.7 versus 1.1 percent) and Pacific Islanders (1.1 versus 0.2 percent). See Tables C.4 of appendix C for five-year historical data for ethnicity.

Hispanics were the largest percentage of learners in all four programs: ABE (45.8 percent), ESL (72.8 percent), ESL-Citizenship (60.4 percent), and ASE (48.8 percent). The majority of white and black learners were in ABE (20.4 and 42.9 percent, respectively) and ASE (42.3 and 46.8 percent) programs. Asian learners, on the other hand, were more heavily represented in ESL (82.6 percent) and ASE (8.2 percent) programs. As a percentage of the total enrollment, ESL-Citizenship had the highest proportion of Asians (27.8 percent) followed by ESL (17 percent). Finally, 64.3 percent of the Filipino population was served by ASE programs. See Figure 2.11.

**Figure 2.11**

**Ethnicity by Instructional Program (1999-00)**



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Note:  $N = 497,806$

The ethnic background of learners also varied according to provider type. In county offices of education, the California Department of Developmental Services, and the California Conservation Corps, whites outnumbered Hispanics (the majority in all other programs). Blacks were not heavily represented in adult schools (3.7 percent), showing more prevalence in CBOs (37.6 percent), CDC (29.3 percent), jail programs (20.3 percent), and CCC (24.6 percent). Finally, Asians were most predominant in community college districts (22.7 percent), library literacy programs (16.2 percent), and adult schools (13.6 percent). See Table 2.5.

**Table 2.5**

**Ethnicity by Provider Type (1999-00)**

Ethnicity	Adult		CCD		CBO		Library		COE	
	N	%	N	%	N	%	N	%	N	%
White (not Hispanic)	46,109	11.0	4,273	9.1	276	13.7	125	14.8	87	53.7
Hispanic	278,070	66.5	30,452	64.8	784	39.0	499	59.0	61	37.7
Asian	56,952	13.6	10,678	22.7	171	8.5	137	16.2	0	0.0
Black	15,384	3.7	914	1.9	756	37.6	65	7.7	3	1.9
Pacific Islander	5,081	1.2	66	0.1	1	0.1	5	0.6	0	0.0
Filipino	4,345	1.0	166	0.4	2	0.1	5	0.6	0	0.0
Native American	12,145	2.9	432	0.9	16	0.8	10	1.2	11	6.8
Native Alaskan	302	0.1	10	0.0	2	0.1	0	0.0	0	0.0
<b>Total</b>	<b>418,388</b>	<b>100.0</b>	<b>46,991</b>	<b>100.0</b>	<b>2,008</b>	<b>100.0</b>	<b>846</b>	<b>100.0</b>	<b>162</b>	<b>100.0</b>

Ethnicity	CDC		CDDS		CYA		Jail		CCC	
	N	%	N	%	N	%	N	%	N	%
White (not Hispanic)	2,735	18.3	1,085	61.7	663	13.8	1,884	27.1	442	38.8
Hispanic	6,902	46.3	283	16.1	2,306	48.1	3,084	44.4	277	24.3
Asian	259	1.7	25	1.4	261	5.4	177	2.6	21	1.8
Black	4,371	29.3	311	17.7	1,359	28.3	1,409	20.3	280	24.6
Pacific Islander	133	0.9	9	0.5	43	0.9	60	0.9	21	1.8
Filipino	96	0.6	14	0.8	32	0.7	78	1.1	7	0.6
Native American	419	2.8	32	1.8	130	2.7	244	3.5	89	7.8
Native Alaskan	7	0.0	0	0.0	0	0.0	5	0.1	3	0.3
<b>Total</b>	<b>14,922</b>	<b>100.0</b>	<b>1,759</b>	<b>100.0</b>	<b>4,794</b>	<b>100.0</b>	<b>6,941</b>	<b>100.0</b>	<b>1,140</b>	<b>100.0</b>

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The percentage of learners from each category of ethnicity within provider type remained relatively similar to the distribution seen in previous years. One noteworthy exception is the distribution of learners served by CBOs. Community-Based organizations served 33 percent Hispanic learners in 1994-95, 60 percent in 1995-96, 80.1 percent in 1997-98, and 73 percent in 1998-99. The number of Asian learners (including Filipinos) enrolled in CBOs decreased from 31 percent in 1994-95 to 12 percent in 1995-96 and 8.4 percent in 1997-98 and 11.4 percent in 1998-99.

**Native Language**

A learner's native language was defined as the predominant language spoken in the household when the learner was a child. ABE and ASE had high proportions with English as the native language (58.1 and 61.7 percent, respectively). ESL and ESL-Citizenship, on the other hand, had high proportions with Spanish as their native tongue (71.8 and 62.4 percent, respectively). ESL and ESL-Citizenship also had high percentages of their learners speaking Chinese (7.2 and 12.3 percent, respectively) and Vietnamese (3.2 percent ESL and 7.4 percent ESL-Citizenship). See Table C.5a of appendix C.

Looking across provider type, the data show CBOs (46.2 percent), COEs (66 percent), jails (66.7 percent), and all four state agencies with largely English-speaking populations. Conversely, adult schools (63.5 percent), community college districts (42.4 percent), and library literacy programs (51.8 percent) served predominantly Spanish-speaking learners. See Table C.5b of appendix C.

**Years of Schooling**

The mean years of schooling overall was 9.47. However, the mean varied across instructional program. ABE (9.97), ESL (9.14), and ESL-Citizenship (8.48) had relatively similar means, while ASE learners had on average 10.35 years of schooling. The means for the various provider type were as follows: adult schools (9.44), CBOs (10.07), CCD (9.60), COEs (9.70), jails (9.93), library literacy programs (8.88), CCC (11.10), CDC (9.17), CDDS (10.30), and CYA (9.81).

### Highest Degree Earned

California's ABE 225/231 programs served individuals with little prior education. More than one-half (62.3 percent) of program learners indicated having earned no formal degree prior to enrollment in a program. All four instructional programs enroll the majority of their learners with no formal degree (ABE, 68.8 percent; ESL, 54.6 percent; ESL-Cit., 60.5 percent; and ASE, 83.8 percent). See Table C.6 of appendix C. The educational level of learners entering these programs has been steadily declining over time. The percentage of learners enrolling with no diploma or degree was 55.6 percent in 1998-99, 55.9 percent in 1997-98, and 53.2 percent in 1996-97. See Table C.7 of appendix C.

In an analysis of the data by provider type, the percentages of learners who had not earned a formal diploma or degree ranged from 50.8 percent (CCC) to 93.9 percent (CYA). The three programs with the largest number of learners enrolling with a high school diploma or GED earned upon entry were CCC (46.4 percent), CCD (32.3 percent), and CBOs (30.2 percent). See Table 2.6.

**Table 2.6**

#### Highest Degree Earned by Provider Type (1999-00)

Highest Degree	Adult		CCD		CBO		Library		COE	
	N	%	N	%	N	%	N	%	N	%
None	242,131	62.5	23,293	51.3	1,062	54.0	550	65.6	124	78.0
GED Certificate	10,751	2.8	771	1.7	95	4.8	8	1.0	3	1.9
High School Diploma	76,477	19.8	13,873	30.6	499	25.4	170	20.3	22	13.8
Tech Cert	15,327	4.0	1,666	3.7	105	5.3	21	2.5	4	2.5
A.A. / A.S.	6,095	1.6	880	1.9	66	3.4	10	1.2	2	1.3
4 Year College	17,662	4.6	2,414	5.3	98	5.0	35	4.2	1	0.6
Graduate Studies	7,827	2.0	1,010	2.2	16	0.8	16	1.9	2	1.3
Other	10,875	2.8	1,485	3.3	26	1.3	29	3.5	1	0.6
<b>Total</b>	<b>387,145</b>	<b>100.0</b>	<b>45,392</b>	<b>100.0</b>	<b>1,967</b>	<b>100.0</b>	<b>839</b>	<b>100.0</b>	<b>159</b>	<b>100.0</b>

Highest Degree	CDC		CDDS		CYA		Jail		CCC	
	N	%	N	%	N	%	N	%	N	%
None	11,241	76.4	1,270	73.8	4,695	93.9	4,943	72.3	578	50.8
GED Certificate	1,135	7.7	82	4.8	242	4.8	652	9.5	73	6.4
High School Diploma	1,787	12.1	289	16.8	58	1.2	913	13.4	455	40.0
Tech Cert	259	1.8	13	0.8	0	0.0	139	2.0	13	1.1
A.A. / A.S.	110	0.7	21	1.2	0	0.0	45	0.7	7	0.6
4 Year College	49	0.3	23	1.3	0	0.0	41	0.6	3	0.3
Graduate Studies	24	0.2	5	0.3	0	0.0	22	0.3	0	0.0
Other	118	0.8	19	1.1	6	0.1	80	1.2	8	0.7
<b>Total</b>	<b>14,723</b>	<b>100.0</b>	<b>1,722</b>	<b>100.0</b>	<b>5,001</b>	<b>100.0</b>	<b>6,835</b>	<b>100.0</b>	<b>1,137</b>	<b>100.0</b>

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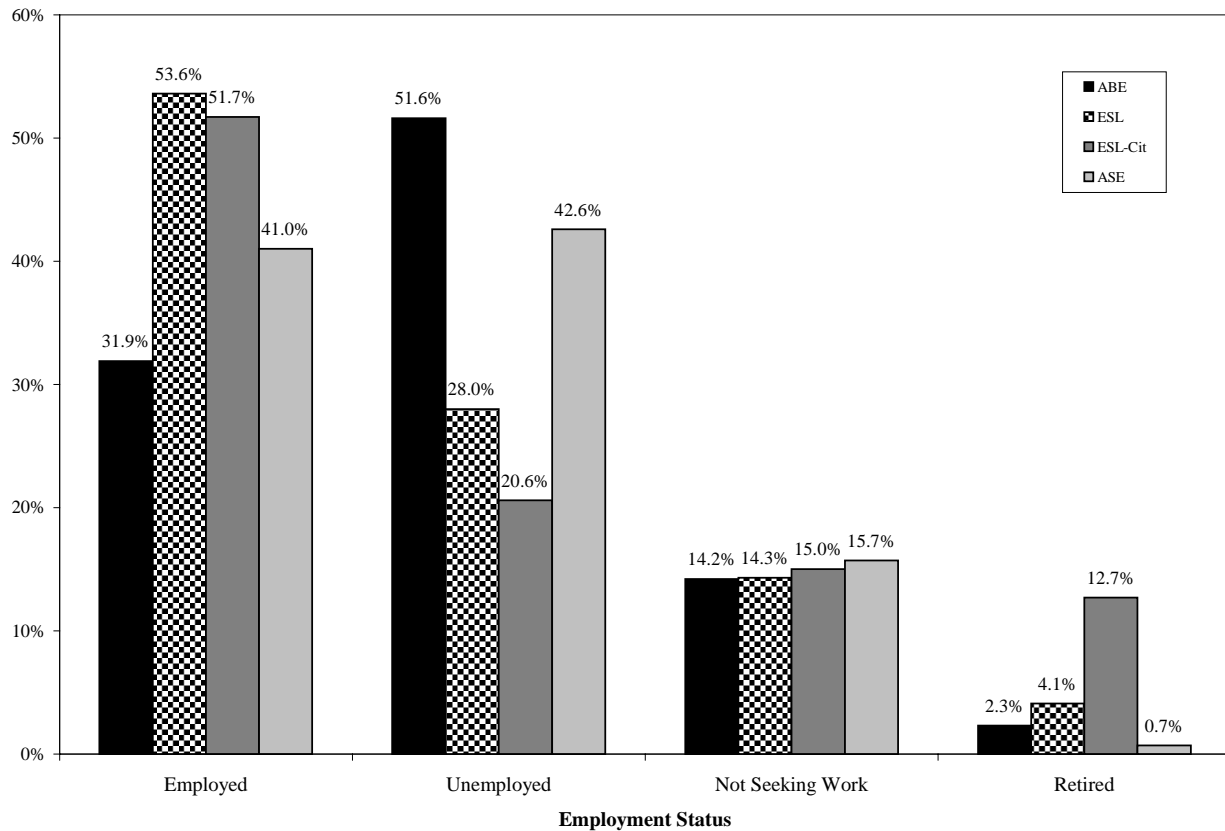
**Labor Force Status Upon Entry**

Overall, 49.3 percent of learners were employed upon entry into a program, 32.5 percent were unemployed, 14.6 were unemployed and not seeking work, and 3.6 percent were retired. Labor force participation was highest among ESL (53.6 percent) and ESL-Citizenship (51.7 percent) learners. ABE and ASE had lower proportions employed (31.9 percent and 41 percent, respectively) and higher proportions unemployed (51.6 percent and 42.6 percent, respectively). The highest percentage of retired learners was in ESL-Citizenship (12.7 percent). See Figure 2.12.

In an examination of the data by provider type, adult schools (50.2 percent), community college districts (53.5 percent), and CCC (89.7 percent) had the highest employment rates. Provider types with low employment included community-based organizations (15.6 percent), county offices of education (28.1 percent), library literacy programs (34 percent), jails (19 percent), and the remaining three state agencies. The program with the highest retired population were community college districts (5.6 percent). See Table C.8 of appendix C.

**Figure 2.12**

**Labor Force Status (1999-00)**



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Note: ABE N = 31,591; ESL N = 273,681; ESL-Citizenship N = 10,745; ASE N = 76,922

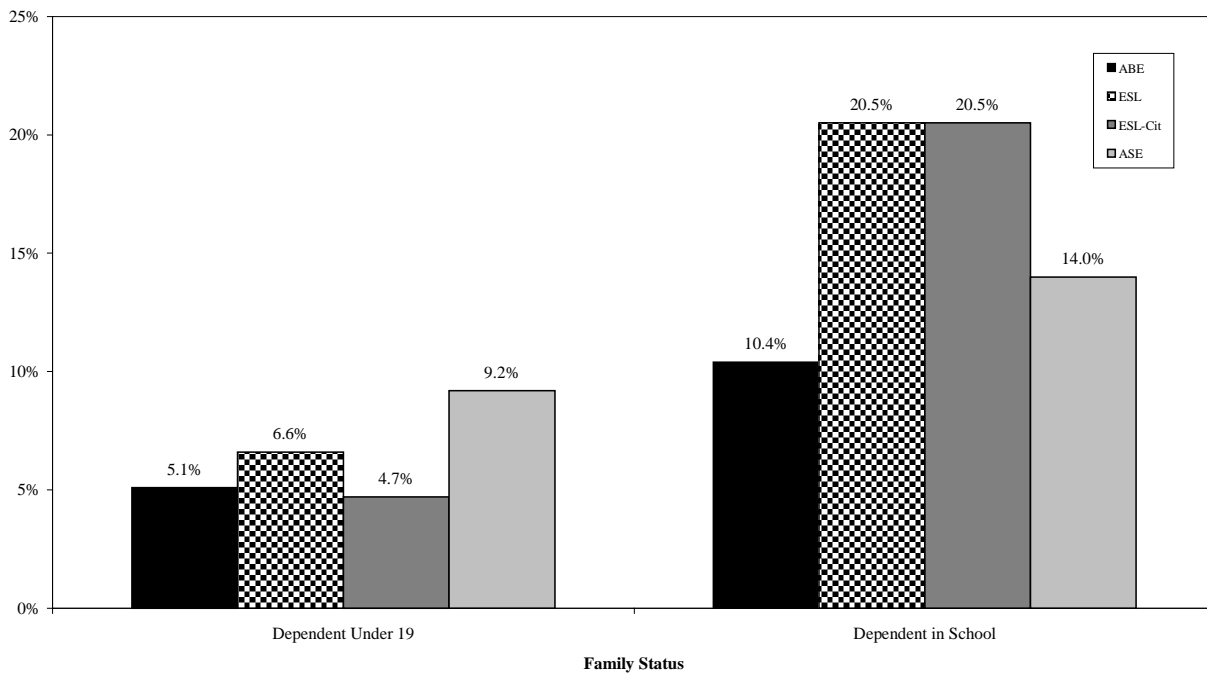
### Family Status Upon Entry

ESL and ESL-Citizenship had the largest percentages of learners indicating that they had dependent children in their household (27.1 and 25.1 percent, respectively). ABE had the smallest percentage of learners with children (15.6 percent), followed by ASE (23.2 percent). See Figure 2.13.

County offices of education had the highest percentage of learners with dependent children (40.1 percent), followed by adult schools (27.1 percent), and library literacy programs (26.6 percent). See Table C.9 of appendix C.

**Figure 2.13**

**Family Status by Instructional Program (1999-00)**



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Note: ABE  $N = 56,898$ ; ESL  $N = 355,885$ ; ESL-Citizenship  $N = 14,137$ ; ASE  $N = 109,058$

## Hours of Instruction

Hours of instruction are collected on the Student Update record and the Student Test record. Update hours are defined as the combined hours from the first entry record through the last update record. Test hours are defined as the combined hours from first to high test, summed for the three modalities reading, math and listening. Total hours takes the higher of the update or test hours, which are not mutually exclusive.

ABE had the highest mean update (119.9) and test hours (168.8). ESL was second with 118.1 mean hours from entry to update and 120.8 hours between tests. ASE and ESL-Citizenship had significantly lower means, as their general program structure would predict. See Table 2.7.

**Table 2.7**

### **Instructional and Test Hours by Instructional Program (1999-00)**

Instructional Program	Update Hours		Test Hours		Total Hours	
	Mean	<u>N</u>	Mean	<u>N</u>	Mean	<u>N</u>
ABE	119.9	40,133	168.8	12,627	129.2	40,133
ESL	118.1	266,944	120.8	94,739	123.5	266,944
ESL-Citizenship	87.6	10,414	87.4	2,999	89.7	10,414
ASE	81.7	84,054	109.3	7,227	83.6	84,054
<b>Total</b>	<b>109.9</b>	<b>401,545</b>	<b>124.4</b>	<b>117,592</b>	<b>114.8</b>	<b>401,545</b>

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Mean hours of instruction varied significantly across provider type. CDC (228.7), CYA (218.3), and CDDS (186.1) had substantially higher total mean hours than the other provider types. Adult schools (111.8), community college districts (111.6), and CCC (103.7) were all close to the overall mean of 114.8 hours. Library literacy, CBOs and jails had the lowest mean hours for their learners. See Table 2.8.

**Table 2.8**

### **Instructional and Test Hours by Provider Type (1999-00)**

Provider Type	Update Hours		Test Hours		Total Hours	
	Mean	<u>N</u>	Mean	<u>N</u>	Mean	<u>N</u>
Adult	108.1	351,170	125.3	84,119	111.8	351,170
CBO	54.1	1,687	59.2	1,280	66.2	1,687
CCD	102.5	27,473	91.3	22,526	111.6	27,473
COE	69.0	92	8.6	33	69.0	92
Jails	68.3	6,146	94.0	1,847	74.2	6,146
Lib Lit	49.5	664	40.8	483	56.1	664
CCC	98.3	270	46.6	182	103.7	270
CDC	207.2	9,412	244.2	5,422	228.7	9,412
CDDS	185.0	1,056	255.2	292	186.1	1,056
CYA	164.9	3,749	251.0	1,409	218.3	3,749
<b>Total</b>	<b>109.9</b>	<b>401,719</b>	<b>124.4</b>	<b>117,593</b>	<b>114.8</b>	<b>401,719</b>

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Appendix F contains county data for the entire enrollment population.

### 3 LOCAL AGENCY POPULATION

*Chapter 3 provides information about program services and individuals served in the local agency population: Adult schools, community colleges, community-based organizations, library literacy programs, county offices of education, and jail programs. This chapter supplements the data contained in Chapter 2 with additional program and learner information relevant to local agency data. Information on state agencies can be found in chapter 8.*

#### **Data Highlights**

- 511,958 Student Entry Records were received from learners enrolled in ABE, ESL, ESL-Citizenship and ASE programs in local agencies.
- The majority of local agency learners were enrolled in ESL programs (69.1 percent), with 20.8 percent in ASE, 7.3 percent in ABE, and 2.8 percent in ESL-Citizenship.
- The level upon entry for ABE learners showed 37 percent at the beginning levels, 44.4 percent at the intermediate levels, and 18.6 percent at the advanced levels.
- The level upon entry for ASE learners showed more than 90 percent at the adult secondary low or adult secondary high level.
- ESL and ESL-Citizenship learners entered programs predominantly at the beginning levels (72.2 percent and 69.8 percent, respectively).
- The percentage of local agency learners who indicated they received TANF/GAIN or other public assistance was 6.7 percent, an increase from 1998-99.
- The most frequently cited primary reasons for enrollment for ABE learners were high school diploma or GED attainment (38.4 percent) and improving basic skills (34.2 percent).
- The most frequently cited primary reasons for enrollment for ESL learners were improvement of English (36.8 percent) and basic skills (24.1 percent).
- The most frequently cited primary reasons for enrollment among ESL-Citizenship learners were U.S. citizenship (52.7 percent) and improvement of English skills (23.2 percent).
- The most frequently cited primary reasons for enrollment among ASE learners were attainment of high school diploma or GED (83.2 percent) and improvement of basic skills (6.4 percent).

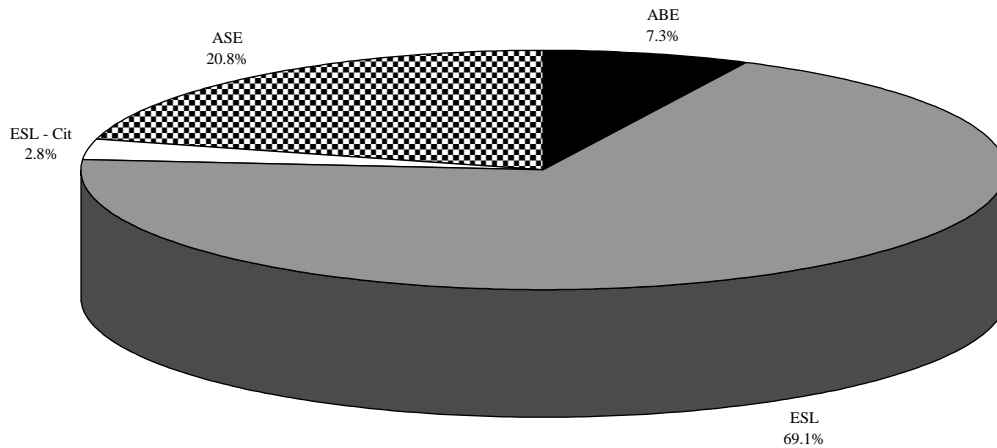
## PROGRAM INFORMATION

### Instructional Program

Of the total enrollment population of 535,978 who indicated their program area, 511,958 were enrolled in local agency programs. ESL has increased proportionally (from 66.4 to 69 percent) and ABE has decreased (10.6 to 7.3 percent), while ESL-Citizenship remained relatively stable. Adult secondary learners accounted for 20.8 percent of all learners in their first year of inclusion in ABE 225/231 funding. See Figure 3.1.

**Figure 3.1**

**Local Agency Population by Instructional Program (1999-00)**



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Note:  $N = 511,958$

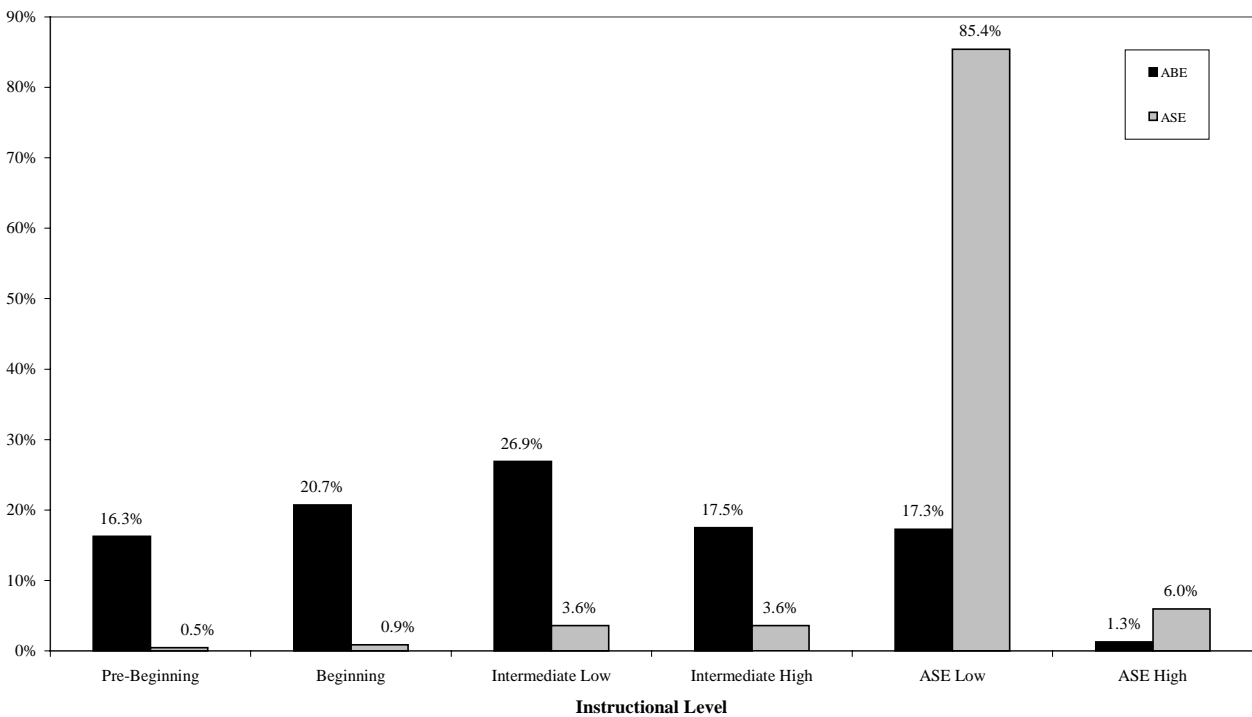
### Instructional Levels

Figures 3.2 and 3.3 present instructional program and level data for the three instructional program of ABE, ESL (including ESL-Citizenship) and ASE that are classified as local agency learners. The data present here the instructor endorsed program and instructional levels as indicated on the Entry Record. See figures 2.7 and 2.8 for information on the instructional level as indicated by pretest scaled scores.

ABE learners evidenced proportions similar to those of the total population, with 37 percent at the beginning levels, 44.4 percent at the intermediate levels, and 18.6 percent at the adult secondary levels – although the total population did skew a little more toward the middle (intermediate) levels. ASE learners were found mostly at the upper levels (more than 90 percent), as would be predicted based on the target population of high school and GED classes. See Figure 3.2.

**Figure 3.2**

**ABE & ASE Learners' Instructional Level Upon Entry to Program (1999-00)**



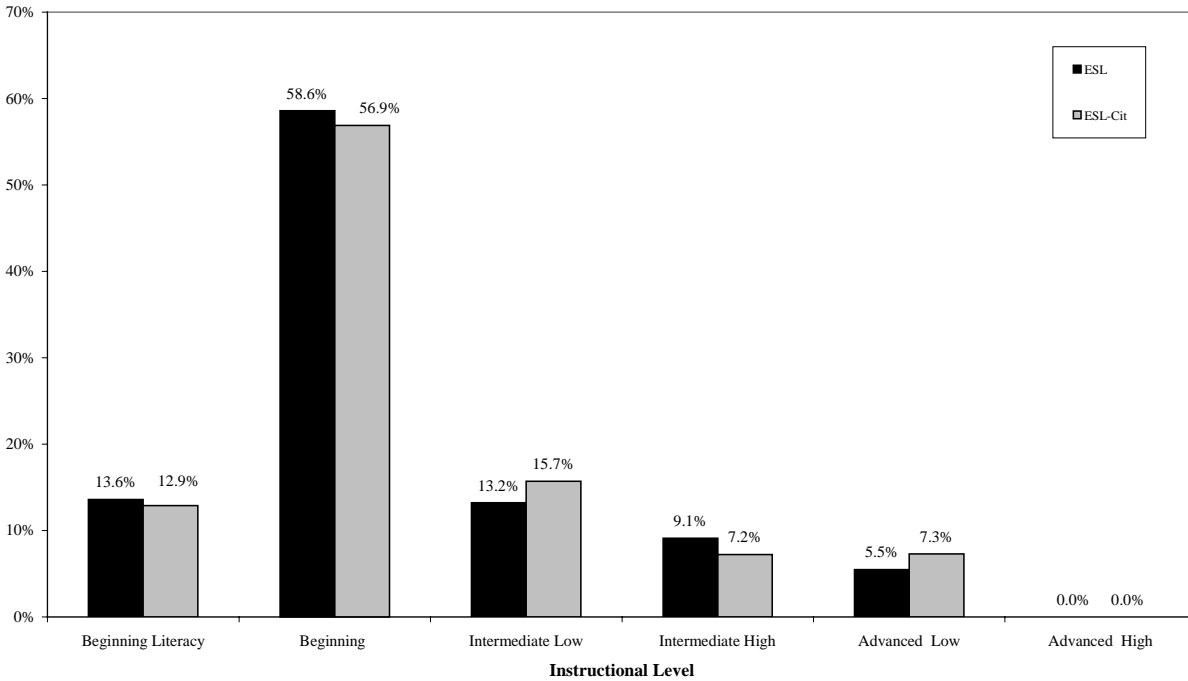
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Note: ABE N = 22,560; ASE N = 69,657

ESL and ESL-Citizenship learners were represented most heavily at the beginning levels, with 72.2 and 69.8 percent respectively. Notably, all ESL-Citizenship learners and 99.5 percent of ESL learners were in local programs. See Figure 3.3.

**Figure 3.3**

**ESL and ESL-Citizenship Learners' Instructional Level Upon Entry to Program (1999-00)**



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Note: ESL  $N = 316,107$ ; ESL-Cit  $N = 10,275$

## LEARNER INFORMATION

The following section focuses on the special programs and reasons for enrollment indicated by local agency learners.

### Special Programs

Learners were instructed to mark all special programs that were applicable, and thus multiple marks were allowed. The percentages represent the number of learners in the local agency population who marked each particular special program. There were 5,549 learners in family literacy programs (1.1 percent), 2,506 learners in workplace education (0.5 percent), and 2,519 special needs learners (0.5 percent). The proportions for family literacy and workplace education programs are similar to 1998-99, but special needs learners fell proportionally (1.6 percent for 1998-99) while increasing slightly in the actual number of learners (2,425 for 1998-99). Distance learning and five percent programs accounted for a combined total of 15,266 or 3.0 percent of local agency learners. See Table 3.1.

**Table 3.1**

### **Special Program Participation (1999-00)**

<b>Special Programs</b>	<b>N</b>	<b>%</b>
TANF	22,024	4.3
Other Public Assistance	12,163	2.4
Jail/Community Corrections	8,777	1.7
State Corrections	576	0.2
Homeless Program	1,226	0.2
Family Literacy	5,549	1.1
Workplace Education	2,506	0.5
Tutoring	1,634	0.3
Distance Learning	11,287	2.2
Five-Percent Learners	3,979	0.8
Special Needs	2,519	0.5
Alternative Education	2,128	0.4
Displaced Homemaker	2,754	0.5
Dislocated Worker	2,061	0.4
Disabled	6,343	1.2
JTPA Participant	2,588	0.5
WIA 1B	2,027	0.4
Rehabilitation	2,716	0.5
Veteran	1,197	0.2
Single Parent	21,137	4.1

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The number of learners on public assistance may be estimated by adding the TANF/GAIN count with the other welfare count. The total indicating one or both is 34,187, which represents 6.7 percent of the population. This is an increase of 36 percent from the welfare total for 1998-99 of 4.9 percent.

### Reasons for Enrollment

A portion of the Student Entry Record solicited information regarding the primary and secondary reasons learners had for enrolling in the given instructional program. The data show that learner reasons for enrollment varied by instructional program, as one would expect.

**ABE:** For learners in ABE programs, the most frequently cited primary reason for enrollment was earning a high school diploma or GED (38.4 percent). The second most frequently endorsed reason was improvement of basic skills (34.2 percent), a more realistic goal for the majority of ABE learners. Other goals that were cited frequently were job acquisition (5.4 percent), improvement of English skills (4.5 percent) and personal goals (6.8 percent). The most frequently cited secondary reasons for enrollment were improvement of basic skills (28.5 percent), personal goal achievement (16 percent), and job acquisition (15.4 percent). See Table 3.2.

**Table 3.2**

#### **ABE Learners' Primary And Secondary Reasons for Enrollment (1999-00)**

<b>Reason for Enrollment</b>	<b>Primary Reason %</b>	<b>Secondary Reason %</b>
Improve Basic Skills	34.2	28.5
Improve English Skills	4.5	7.1
H.S Diploma/ GED	38.4	9.2
Get Job	5.4	15.4
Retain Job	2.6	11.1
Enter College or Training	0.2	1.2
Work-Based Project	0.0	0.0
Family Goal	0.1	0.0
U.S. Citizenship	0.4	1.0
Military	0.2	0.6
Personal Goal	6.8	16.0
None	N/A	5.6
Other	7.2	4.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

CASAS 2001

Note: Primary Reason N = 33,442; Secondary Reason N = 31,937

**ESL:** For learners in ESL programs, the most frequently cited primary reasons for enrollment were improvement of English skills (36.8 percent) and improvement of basic skills (24.1 percent) as would be expected for this population. Other oft-cited responses included job acquisition (10.2 percent), retention of job (7.2 percent), and high school diploma or GED certificate completion (7.2 percent). The most frequently cited secondary reasons for enrollment were improvement of English (30.9 percent) and basic skills (16.7 percent). See Table 3.3.

**Table 3.3**

**ESL Learners' Primary and Secondary Reasons for Enrollment (1999-00)**

<b>Reason for Enrollment</b>	<b>Primary Reason %</b>	<b>Secondary Reason %</b>
Improve Basic Skills	24.1	16.7
Improve English Skills	36.8	30.9
H.S Diploma/ GED	7.2	3.0
Get Job	10.2	13.6
Retain Job	7.2	10.2
Enter College or Training	0.4	0.8
Work-Based Project	0.0	0.0
Family Goal	0.1	0.0
U.S. Citizenship	2.7	3.8
Military	0.2	0.2
Personal Goal	9.6	15.3
None	N/A	3.9
Other	1.5	1.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

CASAS 2001

Note: Primary Reason N = 325,031; Secondary Reason N = 318,593

**ESL-Citizenship:** For learners in ESL-Citizenship programs, as expected, the most frequently cited primary reason for enrollment was U.S. citizenship (52.7 percent). Improvement of English (23.2 percent) and basic skills (12.2 percent) were also cited as attainable goals by this population. The predominantly cited secondary reasons for enrollment were improvement of English skills (28.8 percent), improvement of basic skills (21.6 percent) and achievement of personal goal (15 percent). See Table 3.4.

**Table 3.4**

**ESL-Citizenship Learners' Primary And Secondary Reasons for Enrollment (1999-00)**

<b>Reason for Enrollment</b>	<b>Primary Reason</b>	<b>Secondary Reason</b>
	<b>%</b>	<b>%</b>
Improve Basic Skills	12.2	21.6
Improve English Skills	23.2	28.8
H.S Diploma/ GED	1.8	1.1
Get Job	3.3	7.1
Retain Job	1.7	5.1
Enter College or Training	0.1	0.2
Work-Based Project	0.0	0.0
Family Goal	0.0	0.1
U.S. Citizenship	52.7	13.8
Military	0.1	0.2
Personal Goal	4.2	15.0
None	N/A	5.6
Other	0.7	1.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

CASAS 2001

Note: Primary Reason N = 13,506; Secondary Reason N = 12,798

**ASE:** For learners in adult secondary programs, the most frequently cited primary reason for enrollment was fittingly to obtain a high school diploma or GED certificate (83.2 percent). Other noteworthy findings include the fact that 6.4 percent of learners endorsed improve basic skills as a primary goal and an additional 25.9 percent as a secondary goal. See Table 3.5 below.

**Table 3.5**

**ASE Learners’ Primary And Secondary Reasons for Enrollment (1999-00)**

<b>Reason for Enrollment</b>	<b>Primary Reason %</b>	<b>Secondary Reason %</b>
Improve Basic Skills	6.4	25.9
Improve English Skills	1.0	1.5
H.S Diploma/ GED	83.2	14.6
Get Job	1.7	11.1
Retain Job	1.2	6.8
Enter College or Training	0.2	2.6
Work-Based Project	0.0	0.0
Family Goal	0.0	0.0
U.S. Citizenship	0.1	0.2
Military	0.3	1.9
Personal Goal	2.8	19.1
None	na	10.3
Other	3.1	6.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

CASAS 2001

Note: Primary Reason N = 99,215; Secondary Reason N = 92,423

Appendix E contains geographic region data for local agencies.



## 4 GOAL ATTAINMENT INFORMATION FOR THE LOCAL AGENCY POPULATION

*Chapter 4 provides information on local agency learners' goal attainment. Goal attainment information was collected on the Student Update Record and was obtained from learners during and at the end of the instructional period. Goal attainment includes learners' enrollment status, progress, and results, as well as their reasons for leaving early. This chapter focuses on the changes that occurred for learners during the instructional period, from July 1, 1999 to June 30, 2000.*

### **Data Highlights**

- 32.8 percent of learners remained in their program at the same level, while 10.8 percent left after completion, and 19.6 percent completed their goal and moved up.
- Overall retention rate have decreased somewhat during the last three years, from 70.7 percent in 1997-98 to 67.6 percent in 1998-99 to 63.2 percent this year.
- Among learners who remained in their program 30.9 percent completed a level and moved on to a higher level and an additional 17.1 percent left after completion of goal or level.
- Learners reported the following key outcomes: job acquisition (11 percent), meeting personal goal (39.3 percent), improved communication skills (29.9 percent), increased involvement in their community (11.8 percent), met educational goals (40.1 percent), and high school/GED acquisition (8 percent).
- Learners whose primary reason for enrollment was to get a job reported the highest percentage (21.3 percent) of employment acquisition. This represents a 15.8 percent increase from last year.
- Among learners who enrolled to acquire a high school diploma or GED, 20.8 percent reported achievement of that goal.
- Among learners who enrolled to improve basic or English skills, 40.3 and 37.8 percent reported meeting their personal goal.
- 58.1 percent of learners who left their instructional program prior to completion did so for unknown reasons.
- Among those with a known reason for early exit, schedule conflicts (9.8 percent), employment acquisition (6.8 percent), and relocation (5.2 percent) were the most frequently cited.
- Females were nearly ten times as likely to leave an instructional program before completion because of child care issues.
- Elderly learners left at a much higher rate because of health problems.

## GOAL ATTAINMENT INFORMATION

### **Learner Enrollment Status**

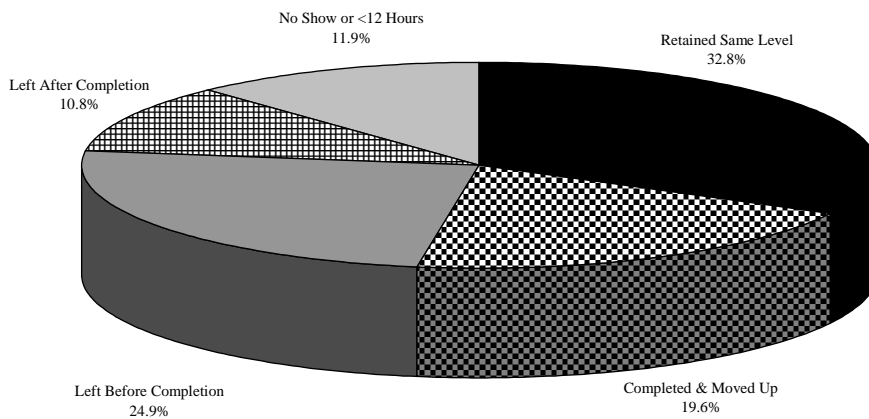
Learner enrollment status was indicated by instructors and identified one of five possible options:

1. Retained in program at same level: This option identifies 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 before completing level or goal: This option captures learners who left their instructional program before completing the level at which they entered or before reaching their goal.
4. Left after completing personal goal or level entered: This option indicates learners who were no longer in their program and had 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, 52.4 percent of learners remained enrolled in ABE 225/231 programs, while an additional 10.8 percent left after completion of level or goal. This is a slight decrease in those remaining at the same level, from 38.8 percent for 1998-98, although two points are worth noting. First, moving from a census sample in the fall to all learners all year would give more time and teacher intervention for learners remaining in the program to progress and complete goals and levels. Also, the more comprehensive data collection might be expected to capture more no show or <12 hour learners (11.9 versus 7 percent last year). We believe this is indicative of the expansion of data collection to include more learner data for a longer period of time rather than an indication of decreased retention rates. Second, the number leaving after completion of goal actually increased 74 percent (from 6.2 in 98-99 to 10.8 percent). In regard to the number who completed a level and moved up to a higher level, there was a slight decrease from 1998-99 figures (22.6 percent), but the discussion above is germane here as well, as the longer time period might allow more learners to complete the goal within the prescribed period. Also, a significant number of adult secondary learners are located at high levels, thus diminishing their opportunity for advancement to a higher level. See Figure 4.1.

**Figure 4.1**  
**Local Agency Learner Status (1999-00)**

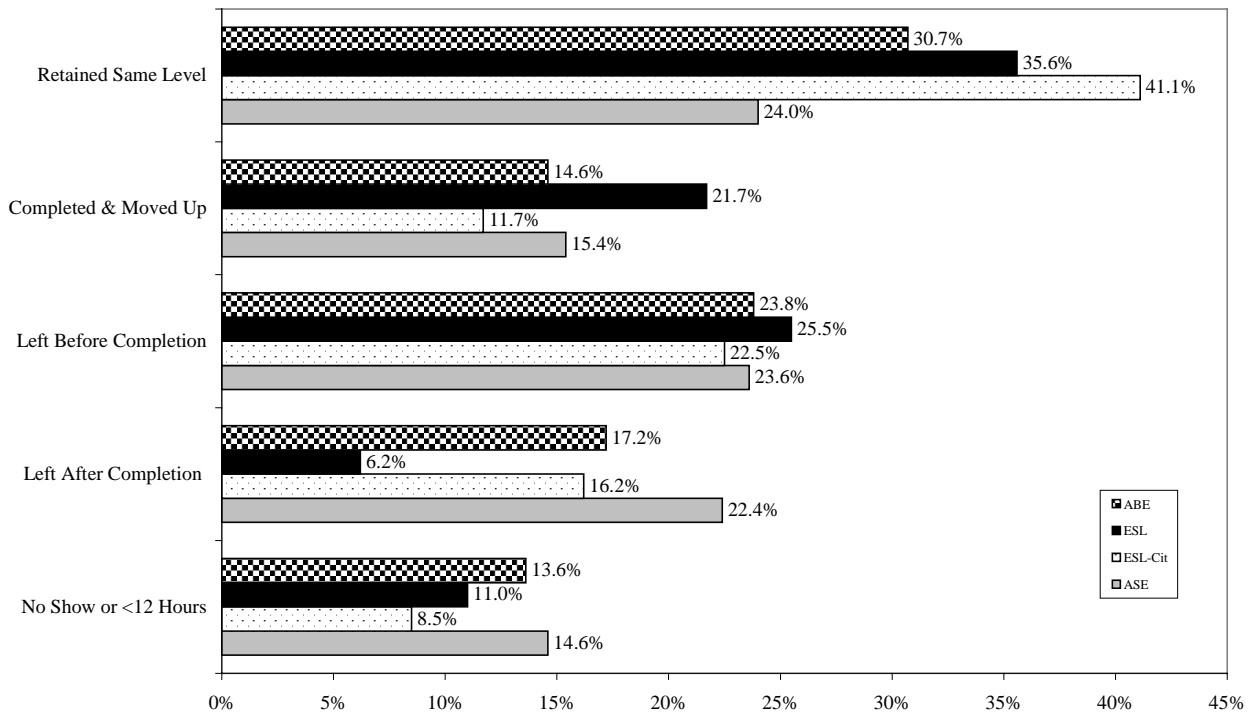


CASAS 2001

Note: N = 378,631

Across the instructional programs, there was relative consistency as to the percentage of learners who remained in the program or left after completing their entry level or goal. The values ranged from a high of 69 percent for ESL-Citizenship to a low of 61.8 percent for ASE. ESL learners evidenced the highest proportion completing a level and moving to a higher level (21.7 percent), followed by ASE (15.4 percent) and ABE (14.6 percent). The program with the highest no show population was ASE (14.6 percent), with ABE (13.6 percent) and ESL (11 percent) close behind. See Figure 4.2.

**Figure 4.2**  
**Learner Status by Instructional Program (1999-00)**



CASAS 2001

Note: N = 378,427

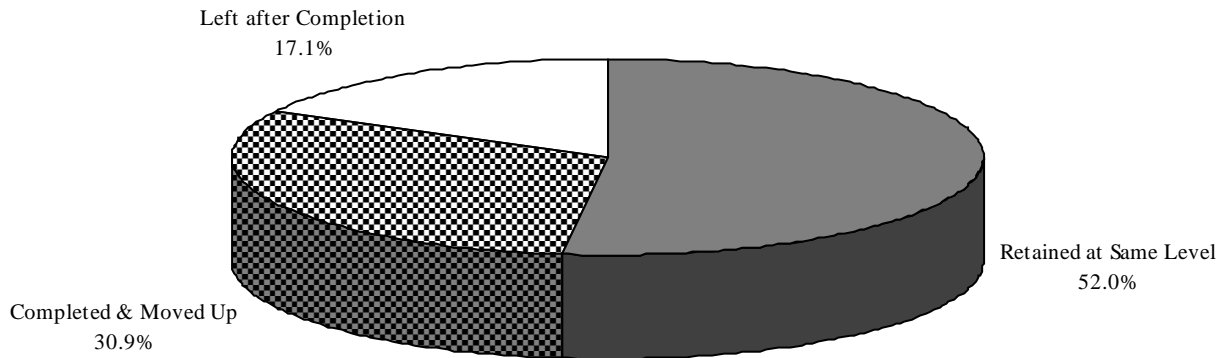
### Learner Progress

This section looks at learner progress, defined for purposes of this report as the three learner status categories: learners who remained in their program at the time of Student Update Record, learners who completed their goal and then left, and learners who completed their level or goal and moved to a higher level.

Figure 4.3 indicates that the majority (52 percent) of learners in this category were retained at the same instructional level. An additional 30.9 percent moved to a higher level, and the remaining 17.1 percent left after completing the instructional level at which they entered or after achieving their goal. These percentages differ from last year, with a 9.4 percent decrease in those retained in program (from 57.4 percent for 98-99), a 7.5 percent decrease in those who completed and moved up (from 33.4 percent for 98-99), and a more dramatic increase of 85.9 percent for those who left after completion (from 9.2 percent last year).

**Figure 4.3**

**Progress for Learners Remaining in Program (1999-00)**

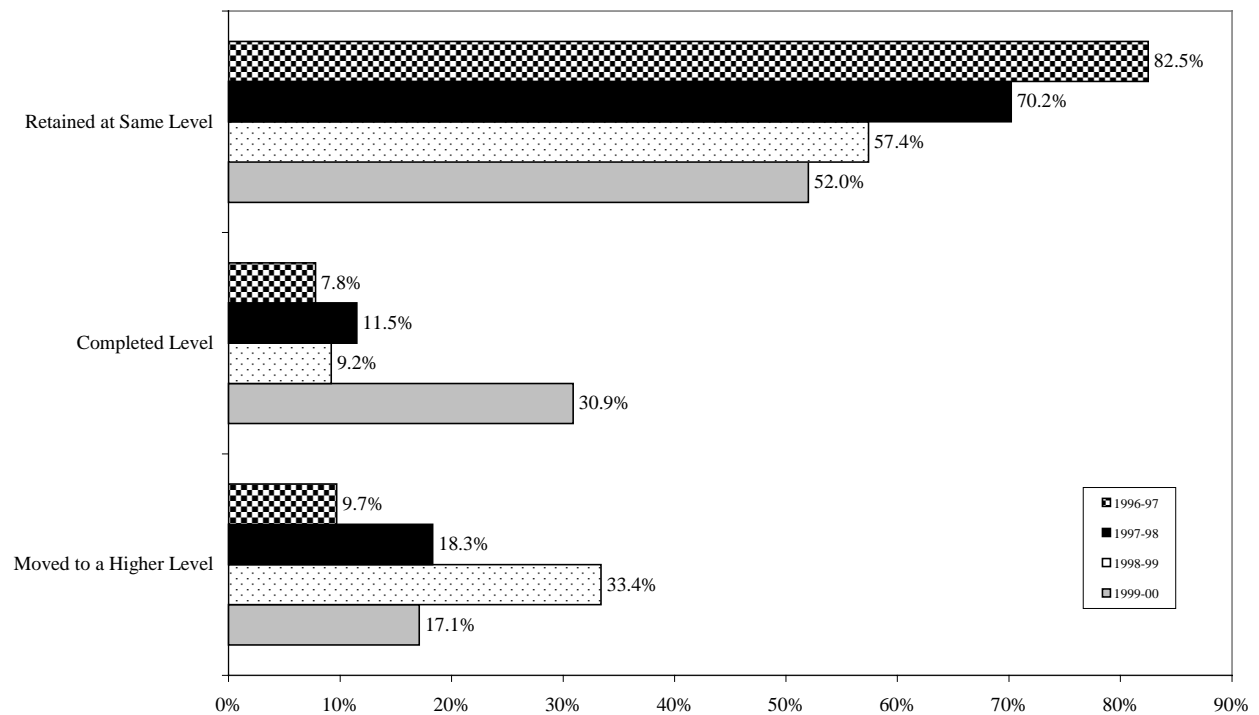


CASAS 2001

Note: N = 239,334

Overall, progress results for the 1999-00 instructional period were an improvement from the previous three years, as a larger proportion of learners either moved to a higher level or left after completion of goal. Specifically, that number was 48 percent for 99-00 versus 42.6 percent for 98-99, 29.8 percent for 97-98, and 17.5 percent for 96-97. As stated earlier, the percentage who moved to a higher level has decreased this year, with an even larger increase in those who left after completion. Data suggest that the longer period of instructional intervention played a large part in this shift. See Figure 4.4.

**Figure 4.4**  
**Progress Status of Learners from 1996-97 to 1999-00**



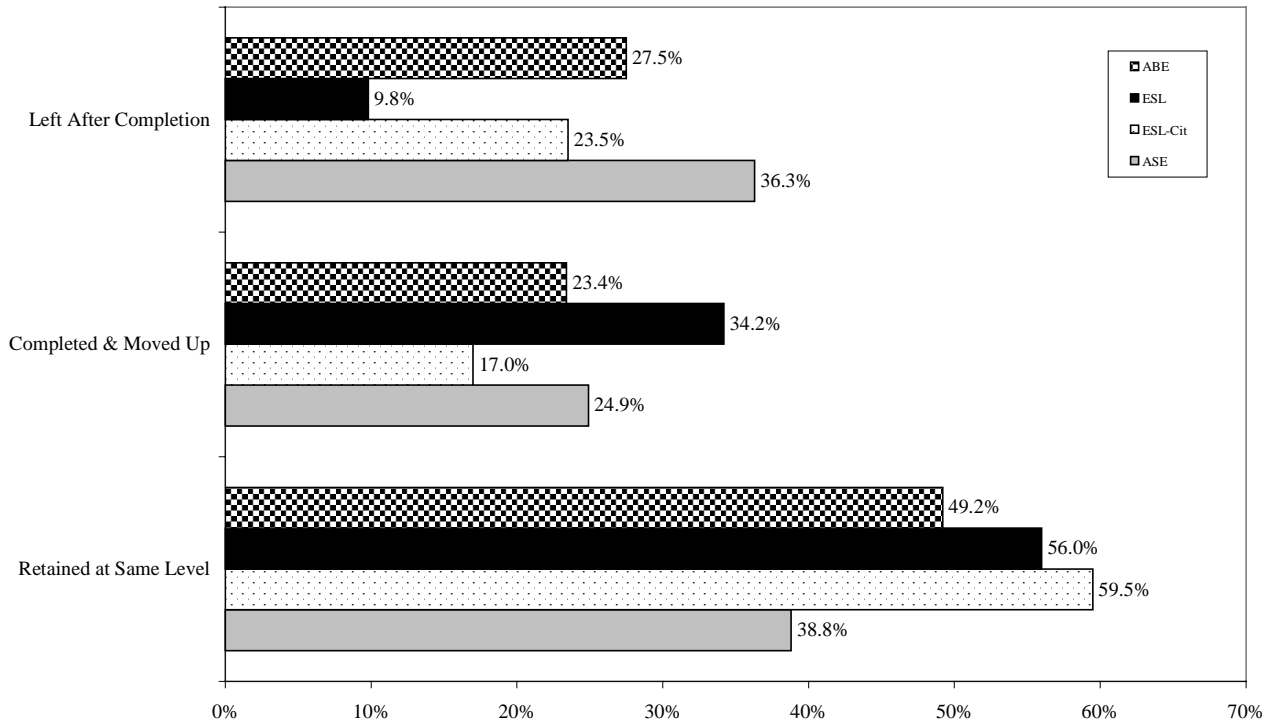
CASAS 2001

Note: 1996-97:  $\underline{N}$  = 31,889; 1997-98:  $\underline{N}$  = 78,129; 1998-99:  $\underline{N}$  = 72,250; 1999-00:  $\underline{N}$  = 239,334

Learners in the three instructional programs demonstrated success with 40 to 60 percent in each program reporting having completed the instructional level at which they entered or advanced to a higher level. ASE had the highest proportion of learners leaving after completion of goal (36.3 percent). Learners in ESL-Citizenship programs reported the highest proportion of those remaining in the program at the same level (59.5 percent), followed closely by ESL (56 percent). Additionally, ESL learners (34.2 percent) were more likely than those in other programs to move up a level. See Figure 4.5 below.

**Figure 4.5**

**Progress by Instructional Program (1999-00)**



CASAS 2001

Note: N = 239,222

## **Learner Results**

The Student Update Record was used to collect data on learner results to document changes that occurred for learners during the instructional period. Learner results are outcomes that are achieved by learners during, or at the end of, the period of instruction. Respondents are asked to indicate all outcomes that they experienced during or at the end of the period of instruction.

It should be noted that the outcome descriptions were modified in 1999-99 to more closely align with National Reporting System (NRS) standards. The NRS outcomes were further refined in 1999-2000 leading to additional changes to the included outcome definitions. This will have an impact on trend analysis, as the newly defined outcomes aggregate, in some cases, the values of several old field outcomes. The “other” category for 1999-00 is inflated, as this category encompassed the results from a number of outcomes that have since been eliminated from the analysis. Below is a listing of the various outcomes representing each broad-based category:

### **Employment**

- got a job
- retained job
- met work-based project goal
- entered job training
- entered apprenticeship
- entered military
- acquired workforce readiness skills
- reduced public assistance
- other

### **Personal / Family**

- increased involvement in children’s education
- increased involvement in children’s literacy related activities
- met other family goal
- met other personal goal
- other

### **Community**

- achieved U.S. citizenship skills
- registered to vote or voted for the first time
- increased involvement in community activities
- other

### **Education**

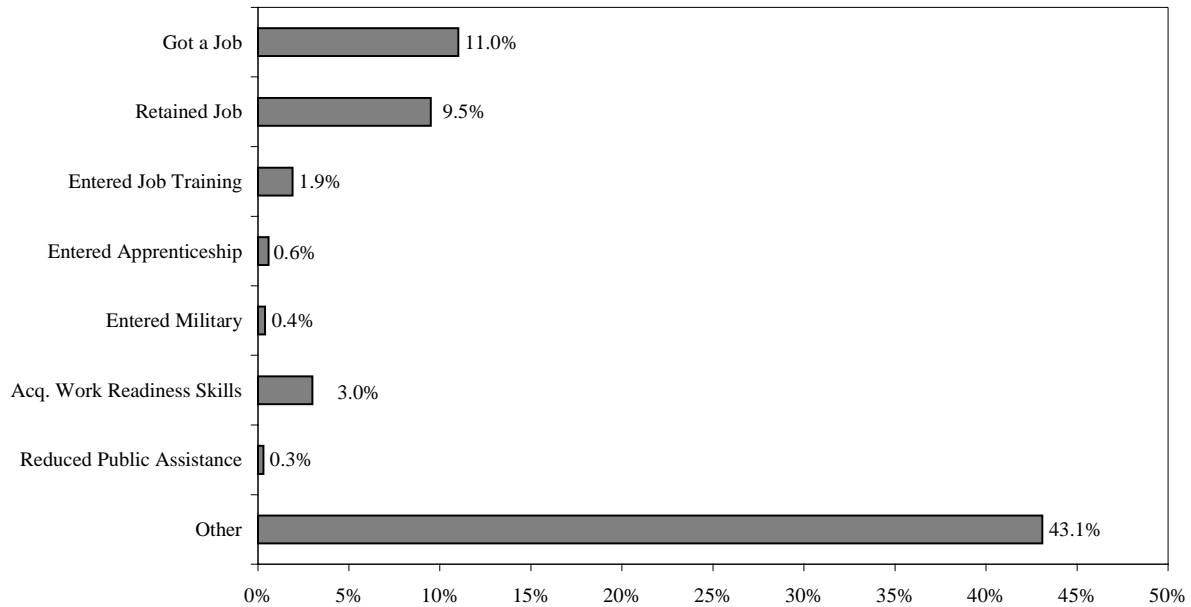
- returned to k-12
- passed GED
- earned certificate
- earned high school diploma
- entered college
- entered training program
- gained computer or tech skills
- mastered course competencies / educational plan
- other

Learner outcomes are presented according to the four cluster groups. Percentages represent the proportion of learners endorsing any particular outcome among those who either remained in their program at time of update or who left after completing the instructional level at which they entered.

ABE 225/231 learners most often cited employment-related outcome was other (43.1 percent). As discussed above, the category other for 1999-00 includes those who actually endorsed other, in addition to those who endorsed meeting their personal goal or acquiring a volunteer job. Learners cited job acquisition (11 percent) most heavily by those remaining in program, followed by retention of job (9.5 percent). An additional 3 percent noted having acquired workforce readiness skills, thus demonstrating the extent to which programs are aiding their learners in obtaining employment or improving skills toward that end. The percentage of learners acquiring employment during the 1999-00 instructional period is eight percent higher than the previous year, and more than two times as high as 1997-98. See Figure 4.6 below.

**Figure 4.6**

**Learner Employment Outcomes During the Instructional Period (1999-00)**



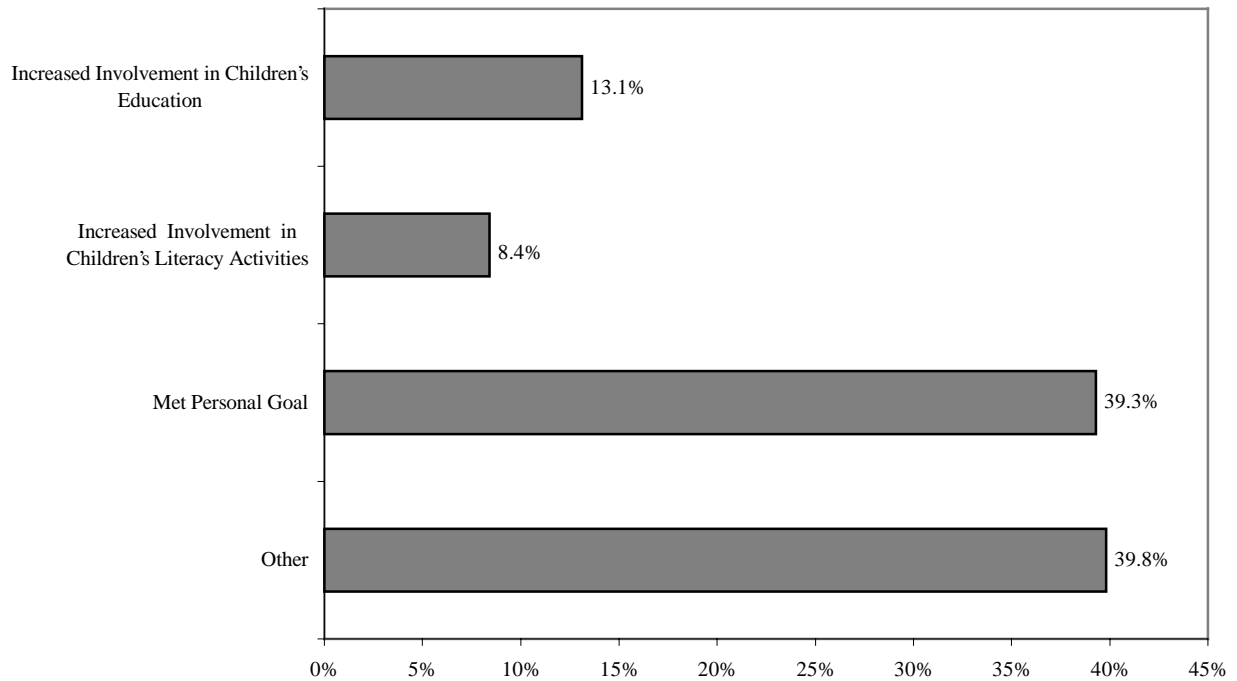
CASAS 2001

Note:  $N = 239,334$

ABE 225/231 learners' most often cited outcome for the personal/family cluster was other (39.8 percent). In this case the other category included improvement of communication skills (29.9 percent; the most commonly reported outcome in this cluster for several years) and positive lifestyle changes (12.8 percent); in addition to those who did cite other. A number of learners also cited met personal goal (39.3 percent) as a positive outcome, and a combined 22.5 percent (51,330 learners) indicated having become more involved in either their child's education or literacy activities. In the case of increased involvement in children's education, this is a 79 percent increase from 1998-99 and a 138 percent increase from 1997-98. See Figure 4.7.

**Figure 4.7**

**Learner Personal/Family Outcomes During the Instructional Period (1999-00)**

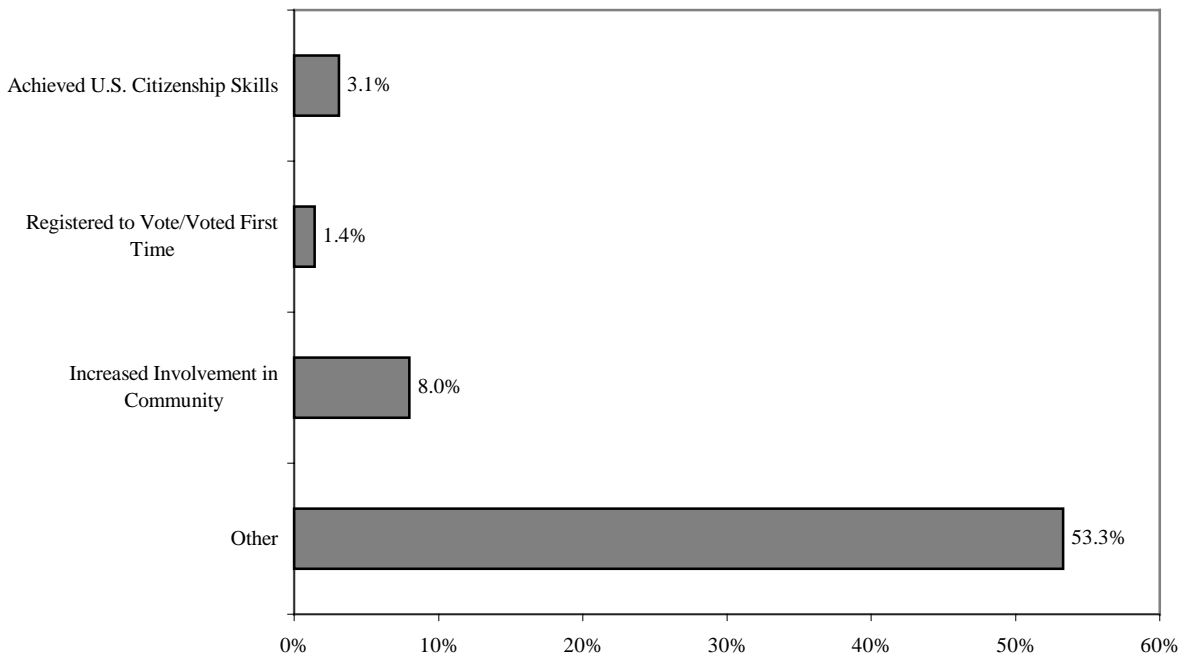


CASAS 2001

Note: N = 239,334

ABE 225/231 learners again cited other (53.3 percent) as the most common community outcome, which in this case encompassed meeting of personal goal (33.8 percent), increasing consumer awareness (16.8 percent), and making informed choices (14 percent). The percentage of learners reporting outcome achievements in this cluster is significantly lower than in the other three. This is partially a result of the narrow focus of the outcomes included in this cluster, namely, citizenship acquisition tasks and voting behavior. Learners enrolled in ESL-Citizenship programs were more likely than other learners to realize the achievements within this cluster, yet they represent the smallest proportion of learners in this subset of the data (3 percent). The percentages for the listed outcomes were similar to those for 1998-99. See Figure 4.8.

**Figure 4.8**  
**Learner Community Outcomes During the Instructional Period (1999-00)**

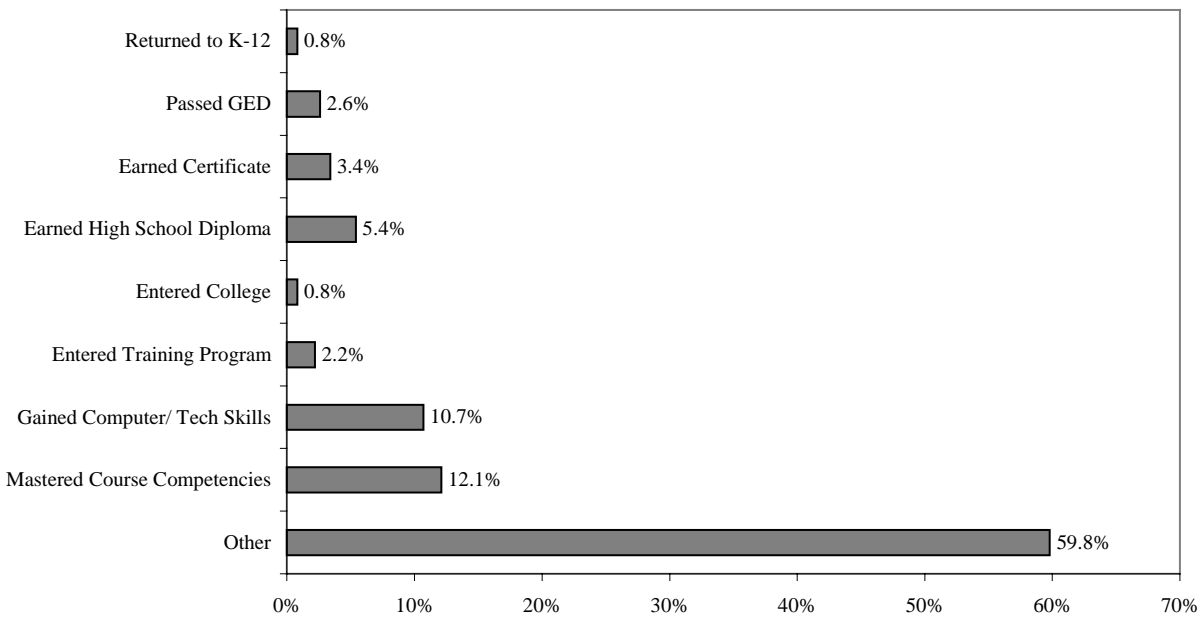


CASAS 2001

Note:  $N = 239,334$

Similar to the other three achievement clusters, ABE 225/231 learners' most common education-related outcome was other (59.8 percent). This category aggregated those who indicated meeting their personal goal (40.1 percent), those who earned high school credits (11.3 percent), and those who demonstrated the ability to apply skills (19 percent). A number of learners (10.7 percent) reported gaining computer or technical skills, an increase of 10.3 percent from 1998-99. In addition, a combined total of 8 percent reported acquiring their high school diploma or GED certificate at the end of instruction, a nearly four-fold increase from 1998-99. Finally, 12.1 percent of learners indicated having mastered course competencies or their education plan. See Figure 4.9.

**Figure 4.9**  
**Learner Educational Outcomes During the Instructional Period (1999-00)**



CASAS 2001

Note: N = 239,334

### **Learner Results by Primary Reason for Enrollment**

As part of the Student Entry Record, learners were asked to indicate their primary reason for enrolling in their instructional programs. Across every primary reason for enrollment, the first or second most frequently observed outcome was “met personal goal,” which in all cases except the personal/family cluster was captured in the broader “other” category for 1999-00. In addition, in almost all cases the highest proportion of learners reporting a particular outcome is evidenced when aligned with the learner’s primary reason for enrollment. For example, the highest proportion of learners who reported having entered college or training (13 percent combined) was found among those whose primary reason for enrollment was college or training. See tables 4.1 through 4.4 for outcomes from each of the four cluster groups compared to the learner’s primary reason for enrollment.

ABE 225/231 programs demonstrated effectiveness in helping learners meet enrollment goals. Listed below are highlights extracted from data presented in tables 4.1 through 4.4:

- The highest percentage of learners reporting job acquisition (21.3 percent) was seen among those whose primary reason for enrollment was to get a job. See Table 4.1.
- Those whose primary goal was job acquisition also reported having gained computer or technical skills (13.8 percent) at a high rate. See Table 4.4.
- Of those who indicated retaining their job as their primary goal, 19.8 percent indicated having achieved that goal and an additional 13.8 percent having acquired a new job. See Table 4.1.
- A higher proportion of learners who enrolled for U.S. citizenship reasons reported having achieved U.S. citizenship skills (17.4 percent). An additional 9.4 percent indicated increased involvement in the community. See Table 4.3.
- Among learners who enrolled to acquire a high school diploma or GED certificate, 20.8 percent reported having achieved that goal. See Table 4.4.
- Those learners who cited personal goals as their primary impetus for entering a program had the highest percentage meeting personal goal (41.7 percent) and also demonstrated increased involvement in both their child’s education (18.4 percent) and literacy activities (12.8 percent) at higher rates than those with alternative reasons for enrollment. See Table 4.2.
- Consistent with other findings, those whose primary goal was military, 14.7 percent reported having achieved that goal, an additional 13.8 percent having obtained employment, and 15.2 percent having earned a high school diploma. See tables 4.1 and 4.4.
- Finally, among those who indicated improvement of basic or English skills as their primary goal, 40.3 and 37.8 percent, respectively, reported having met their personal goal. See Table 4.2.

**Table 4.1**

**Learner Work Outcomes by Reason for Enrollment (1999-00)**

Work Outcomes	Imp. Basic Sk.		Imp. Eng. Sk.		H.S./GED		Get a Job		Retain Job	
	N	%	N	%	N	%	N	%	N	%
Got a Job	4,238	9.6	6,759	11.1	5,820	10.0	3,809	21.3	1,709	13.8
Retained Job	4,223	9.6	5,953	9.8	4,960	8.5	1,929	10.8	2,451	19.8
Met Work-Based Project Goal	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Entered Job Training	835	1.9	930	1.5	1,083	1.9	665	3.7	291	2.4
Entered Apprenticeship	234	0.5	409	0.7	228	0.4	166	0.9	89	0.7
Entered Military	89	0.2	133	0.2	491	0.8	31	0.2	37	0.3
Acq. Workforce Readiness Skills	1,319	3.0	1,894	3.1	1,415	2.4	796	4.5	640	5.2
Reduced Public Assistance	72	0.2	118	0.2	94	0.2	53	0.3	21	0.3
Other	19,284	43.7	25,349	41.7	26,385	45.0	8,177	45.7	5,392	43.6
<b>Total</b>	<b>44,049</b>		<b>60,817</b>		<b>58,491</b>		<b>17,878</b>		<b>12,378</b>	

Work Outcomes	College/Trng.		U.S. Cit.		Military		Personal Goal		Other	
	N	%	N	%	N	%	N	%	N	%
Got a Job	125	14.0	693	8.0	31	13.8	1,573	8.9	431	8.8
Retained Job	106	11.8	626	7.2	12	5.4	1,343	7.6	216	4.4
Met Work-Based Project Goal	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Entered Job Training	21	2.3	103	1.2	6	2.7	255	1.4	165	3.4
Entered Apprenticeship	6	0.7	52	0.6	1	0.5	127	0.7	12	0.2
Entered Military	5	0.6	7	0.1	33	14.7	34	0.2	9	0.2
Acq. Workforce Readiness Skills	36	4.0	207	2.4	5	2.2	457	2.6	137	2.8
Reduced Public Assistance	3	0.3	15	0.2	2	0.9	28	0.3	35	0.7
Other	375	41.9	3,669	42.3	93	41.5	8,057	45.4	2,348	47.7
<b>Total</b>	<b>895</b>		<b>8,654</b>		<b>224</b>		<b>17,739</b>		<b>4,925</b>	

CASAS 2001

**Table 4.2**

**Learner Personal/Family Outcomes by Reason for Enrollment (1999-00)**

Personal/Family Outcomes	Imp. Basic Sk.		Imp. Eng. Sk.		H.S./GED		Get a Job		Retain Job	
	N	%	N	%	N	%	N	%	N	%
Increased Involvement in Children's Ed.	5,574	12.7	8,799	14.5	5,610	9.6	3,252	18.2	1,713	13.8
Increased Involvement in Children's Lit.	3,579	8.1	5,793	9.6	3,166	5.4	2,101	11.8	1,107	8.9
Met Other Family Goal	0	0.0	1	0.0	5	0.0	0	0.0	0	0.0
Met Personal Goal	17,732	40.3	22,990	37.8	24,771	42.4	7,308	40.9	4,636	37.5
Other	17,605	40.0	28,959	47.6	18,676	31.9	7,931	44.4	5,534	44.7
<b>Total</b>	<b>44,049</b>		<b>60,817</b>		<b>58,491</b>		<b>17,878</b>		<b>12,378</b>	

Personal/Family Outcomes	College/Trng.		U.S. Cit.		Military		Personal		Other	
	N	%	N	%	N	%	N	%	N	%
Increased Involvement in Children's Ed.	102	11.4	1,119	12.9	17	7.6	3,259	18.4	688	14.0
Increased Involvement in Children's Lit.	75	8.4	739	8.5	6	2.7	2,253	12.8	418	8.5
Met Other Family Goal	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Met Personal Goal	401	44.8	3,397	39.3	84	37.5	7,406	41.7	1,696	34.4
Other	466	52.1	3,551	41.0	60	26.8	7,403	41.7	1,952	39.5
<b>Total</b>	<b>895</b>		<b>8,654</b>		<b>224</b>		<b>17,739</b>		<b>4,925</b>	

CASAS 2001

**Table 4.3**

**Learner Community-Based Outcomes by Reason for Enrollment (1999-00)**

Community Outcomes	Imp. Basic Sk.		Imp. Eng. Sk.		H.S./GED		Get a Job		Retain Job	
	N	%	N	%	N	%	N	%	N	%
Achieved U.S. Citizenship Skills	1,172	2.7	1,842	3.0	892	1.5	673	3.8	1,124	9.1
Registered to Vote/Voted First Time	475	1.1	718	1.2	1,038	1.8	243	1.4	6,925	55.9
Increased Involvement, in Community	3,884	8.8	5,360	8.8	3,579	6.1	1,753	9.8	398	3.2
Other	23,882	54.2	34,231	56.3	29,698	50.8	10,542	59.0	182	1.5
<b>Total</b>	<b>44,049</b>		<b>60,817</b>		<b>58,491</b>		<b>17,878</b>		<b>12,378</b>	

Community Outcomes	College/Trng.		U.S. Cit.		Military		Personal		Other	
	N	%	N	%	N	%	N	%	N	%
Achieved U.S. Citizenship Skills	16	1.8	1,505	17.4	6	2.7	530	3.0	84	1.7
Registered to Vote/Voted First Time	6	0.8	347	4.0	5	2.2	229	1.3	61	1.2
Increased Involvement, in Community	117	13.1	817	9.4	15	6.7	1,639	9.2	353	7.2
Other	524	58.5	4,869	56.3	96	42.9	9,890	55.8	2,526	51.3
<b>Total</b>	<b>895</b>		<b>8,654</b>		<b>224</b>		<b>17,739</b>		<b>4,925</b>	

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**Table 4.4**

**Learner Educational Outcomes by Reason for Enrollment (1999-00)**

Education Outcome	Imp. Basic Sk.		Imp. Eng. Sk.		H.S./GED		Get a Job		Retain Job	
	N	%	N	%	N	%	N	%	N	%
Returned to K-12	91	0.2	127	0.2	1,536	2.6	56	0.3	33	0.3
Passed GED	530	1.2	440	0.7	3,939	6.7	302	1.7	169	1.4
Earned Certificate	1,783	4.0	2,088	3.4	1,289	2.2	834	4.7	473	3.8
Earned High School Diploma	1,089	2.5	1,249	2.1	8,220	14.1	700	3.9	428	3.5
Entered College	358	0.8	439	0.7	547	0.9	151	0.8	94	0.8
Entered Training Program	1,125	2.6	1,156	1.9	1,144	2.0	583	3.3	279	2.3
Gained Computer/ Tech Skills	5,075	11.5	7,105	11.7	5,101	8.7	2,459	13.8	1,558	12.6
Mastered Course Competencies/ Ed. Plan	4,928	11.2	7,765	12.8	7,263	12.4	2,583	14.4	1,509	12.2
Other	25,878	58.6	34,820	57.2	40,620	69.4	10,585	59.1	7,072	57.0
<b>Total</b>	<b>44,049</b>		<b>60,817</b>		<b>58,491</b>		<b>17,878</b>		<b>12,378</b>	

Education Outcome	College/Trng.		U.S. Cit.		Military		Personal		Other	
	N	%	N	%	N	%	N	%	N	%
Returned to K-12	1	0.1	10	0.1	2	0.9	38	0.2	75	1.5
Passed GED	21	2.3	44	0.5	17	7.6	212	1.2	261	5.3
Earned Certificate	52	5.8	446	5.2	9	4.0	651	3.7	244	5.0
Earned High School Diploma	32	3.6	99	1.1	34	15.2	484	2.7	175	3.6
Entered College	65	7.3	38	0.4	5	2.2	112	0.6	32	0.7
Entered Training Program	51	5.7	128	1.5	6	2.7	335	1.9	157	3.2
Gained Computer/ Tech Skills	142	15.9	679	7.8	23	10.3	1,826	10.3	806	16.4
Mastered Course Competencies/ Ed. Plan	187	20.9	1,098	12.7	19	8.5	1,922	10.8	513	10.4
Other	603	67.4	4,734	54.7	126	56.3	10,087	56.8	2,962	60.1
<b>Total</b>	<b>895</b>		<b>8,654</b>		<b>224</b>		<b>17,739</b>		<b>4,925</b>	

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### Learner Results by Instructional Program

This section looks at the four outcome cluster in relation to instructional program. Listed below are some of the data highlights extracted from figures 4.10 through 4.13:

ESL learners obtained employment (12.4 percent) and retain employment (11 percent) at a higher rate than learners from the other three instructional programs. ESL learners also evidenced the highest percentage of learners endorsing increased involvement in child’s education (15.5 percent) and literacy activities (10.3 percent). See figures 4.10 and 4.11.

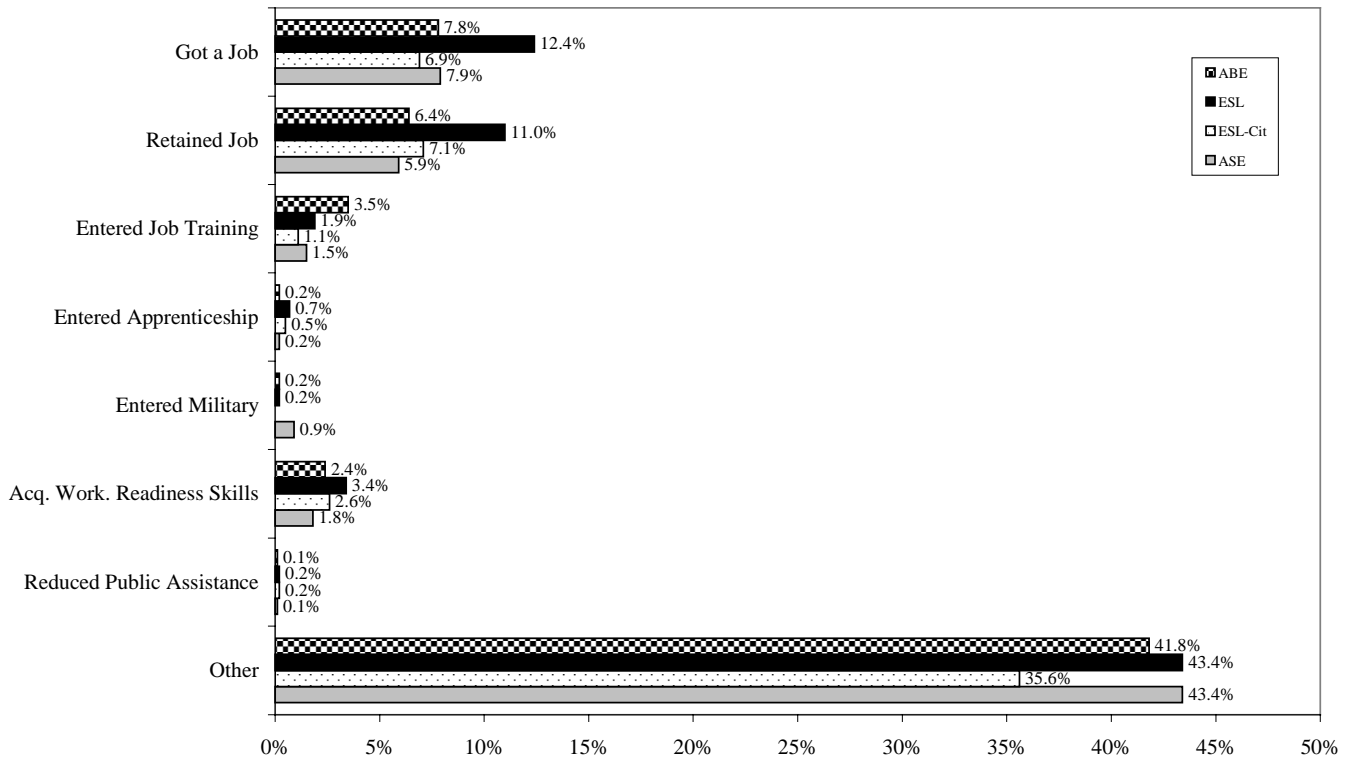
Consistent with program expectations, ESL-Citizenship learners reported the highest proportion of learners achieving U.S. citizenship skills (15.3 percent). Additionally, they had the highest proportion registering to vote or voting for the first time (3.9 percent). See Figure 4.12.

As expected, a higher proportion of ASE learners reported having acquired a high school diploma (15 percent) or GED certificate (8.2 percent). See Figure 4.13.

A higher proportion (16.9 percent) of ABE learners reported having gained computer/technical skills. See Figure 4.13.

**Figure 4.10**

**Learner Work Outcomes by Instructional Program (1999-00)**

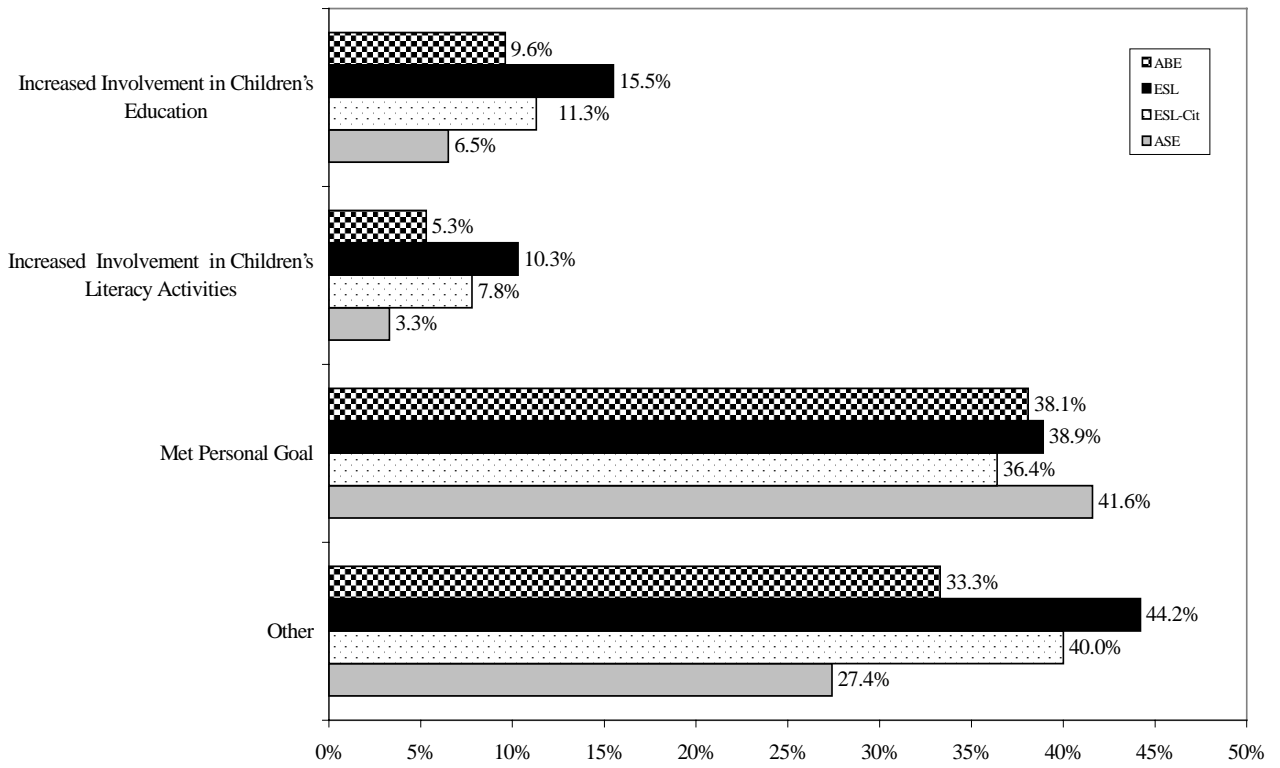


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Note: N = 239,222

**Figure 4.11**

**Learner Personal/Family Outcomes by Instructional Program (1999-00)**

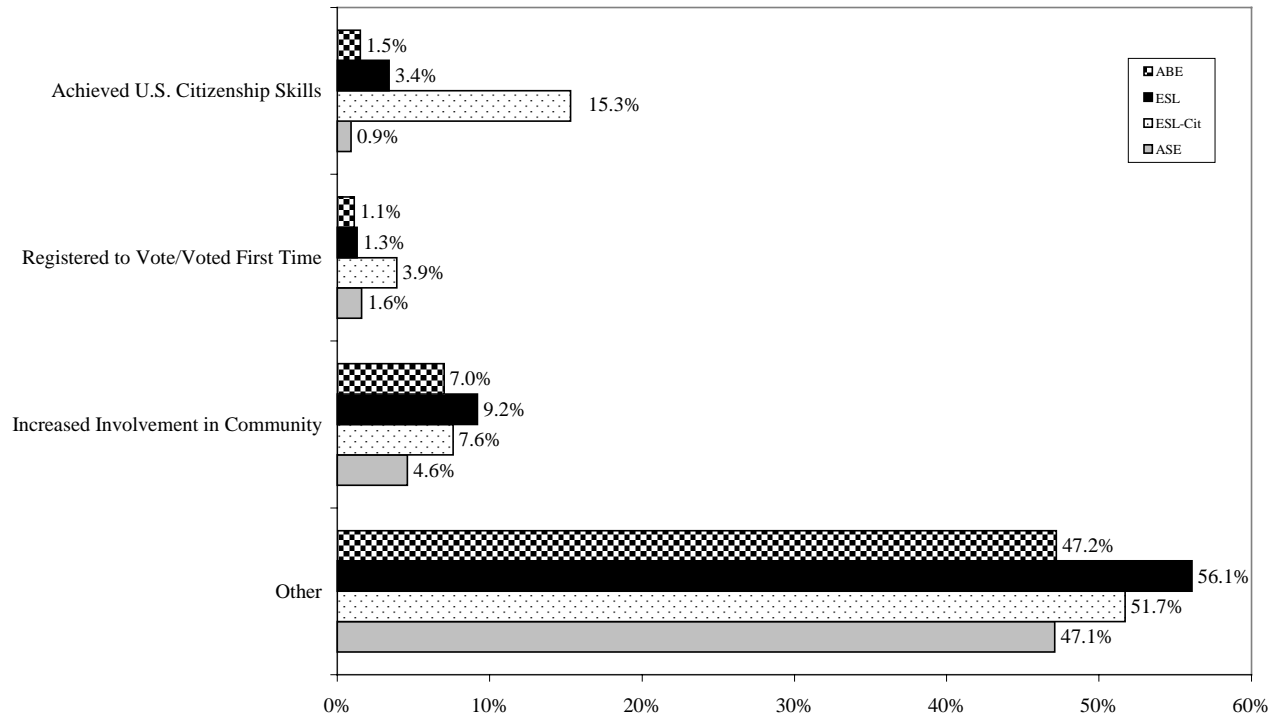


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Note: N = 239,222

**Figure 4.12**

**Learner Community-Based Outcomes by Instructional Program (1999-00)**

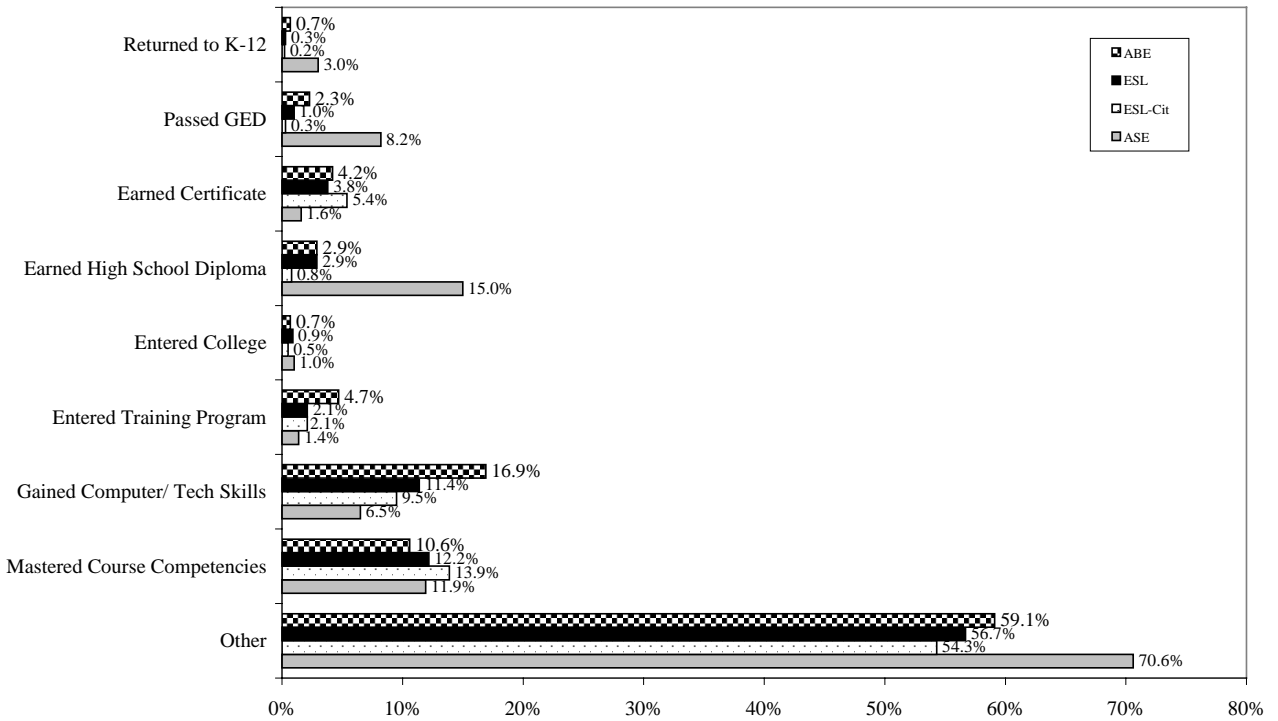


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Note: N = 239,222

**Figure 4.13**

**Learner Education Outcomes by Instructional Program (1999-00)**



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Note: N = 239,222

### **Reason for Leaving Early**

Some learners left their instructional programs before completion of their educational or personal goals. The Student Update Record reflected these reasons, if they were known. Those identified as leaving before completing their instructional level or who enrolled but did not attend were included. Information on the reasons that learners left early was gathered from instructors, the learners themselves, or from classmates still in the program at the time of update. Reasons for leaving early were captured through one of 14 options:

- 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 because of conflicts with their 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 Problem: Learner left because of family needs other than child care
- Own health problems: Learner left because of personal health problem
- Lack of interest: Learner left because of a lack of interest in the program
- Public safety: Learner left because of concern for their personal safety, such as fear of riding the bus or walking through dangerous neighborhoods
- Administratively separated: Learner was dismissed by the school administration for cause
- Changed program: Learner left program to enroll in a different program
- Other known reason: Learner reason for leaving the program was known, but does not fit in any of the categories above
- Unknown reason: Learner left for a reason unknown to the staff or classmates

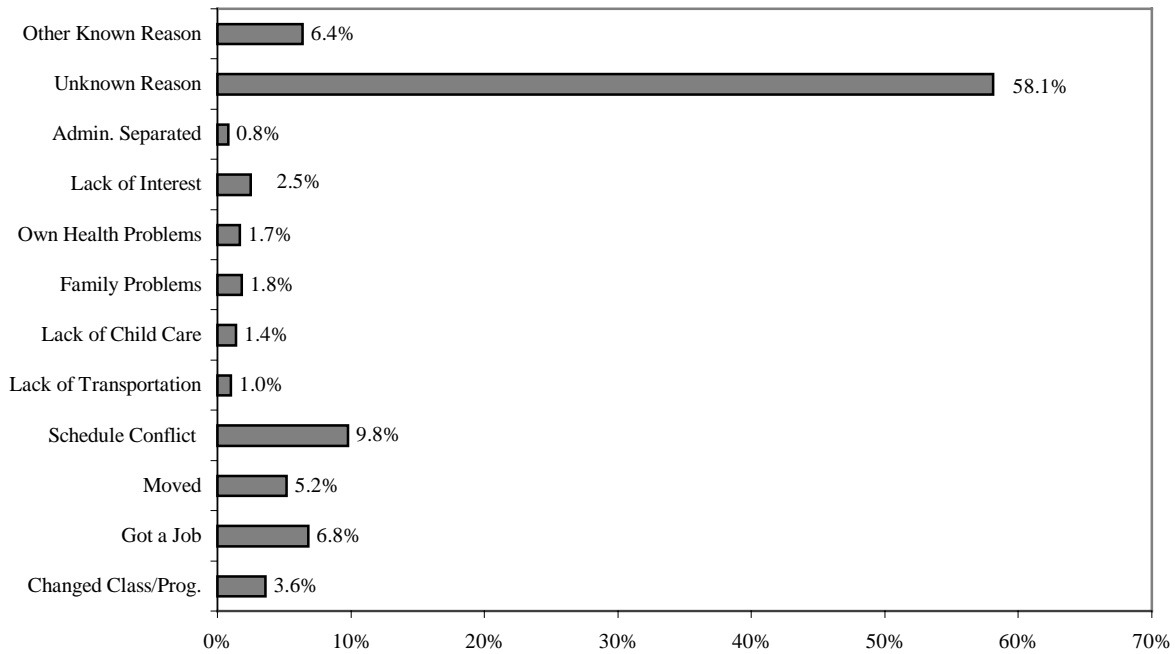
Respondents were instructed to mark only one reason for leaving early.

### Reason for Leaving Early

As has been the trend for many years, more than half (58.1 percent) of learners left for a reason unknown to the instructor. The most frequently cited among the remaining reasons were schedule conflicts (9.8 percent), employment acquisition (6.8 percent), and relocation (5.2 percent). See Figure 4.14.

**Figure 4.14**

**Reasons for Early Exit (1999-00)**



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Note: N = 110,477

Similar to the overall findings regarding the reasons for early departure among program participants, the highest percentage of learners within each program left for a reason unknown to the instructor: ABE: 51.5 percent; ESL: 59.3 percent; ESL-Citizenship: 47.8 percent; and ASE: 58.2 percent. Further inspection of Table 4.6 indicates the following:

- ABE had the highest percentage of learners indicating that they had changed instructional program (7.3 percent) followed by ASE (4.7 percent), and ESL-Citizenship (4.1 percent)
- Scheduling conflicts were endorsed more frequently among ESL-Citizenship (14.7 percent) and ESL learners (10.6 percent)
- Interestingly, nearly eight percent of ESL learners left their program early because of acquiring employment. ESL-Citizenship followed with 6.8 percent endorsement, ABE with 5 percent, and ASE with 4.2 percent
- Lack of interest led 5.5 percent of ASE and 4.3 percent of ABE learners to leave before obtaining their goal or completing a level. For ESL and ESL-Citizenship those figures were closer to one percent

**Table 4.5**

**Reason for Early Exit by Instructional Program (1999-00)**

Reason for Early Exit	ABE	ESL	ESL-Cit	ASE	Total %	Total N
Got a Job	5.0%	7.9%	6.9%	4.3%	6.8%	7,498
Moved	4.8%	6.0%	5.2%	3.0%	5.2%	5,704
Schedule/Location Conflict	8.3%	10.6%	14.8%	7.5%	9.9%	10,823
Lack of Transportation	0.8%	1.1%	1.6%	0.7%	1.0%	1,096
Child Care	1.0%	1.7%	1.4%	0.7%	1.4%	1,526
Family Problems	2.4%	1.7%	2.8%	1.9%	1.8%	2,023
Personal Health Problems	2.8%	1.8%	3.1%	1.2%	1.8%	1,932
Changed Class/Program	7.3%	2.8%	4.2%	4.7%	3.6%	3,943
Lack of Interest	4.4%	1.4%	1.6%	5.5%	2.5%	2,782
Public Safety	0.0%	0.0%	0.2%	0.0%	0.0%	10
Admin. Separated	1.8%	0.1%	0.2%	2.4%	0.8%	839
Unknown Reason	52.0%	59.7%	48.0%	59.0%	58.7%	64,213
Other Known Reason	9.4%	5.2%	10.0%	9.1%	6.5%	7,075
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>109,464</b>

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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 (males 60.7 percent; females 57.8 percent). Of the remaining reasons, males reported more schedule conflicts (10.8 versus 8.9 percent) and lack of interest (2.9 versus 2.2 percent). Among females, job acquisition as a reason for early exit was slightly higher for 1999-00 (6.9 versus 6.7 percent), reversing that measure from 1998-99. Family and personal problems were also cited more often by women as reasons for early exit (5 versus 1.9 percent). It is also interesting to note that nearly ten times as many women left early because of child care problems than did men, a similar dichotomous relationship as in prior years. See Table 4.6.

**Table 4.6**

### Reason for Early Exit by Sex (1999-00)

Reason for Early Exit	Male		Female	
	N	%	N	%
Got a Job	3,349	6.7	3,925	6.9
Moved	2,427	4.8	3,107	5.4
Schedule/Location Conflict	5,434	10.8	5,078	8.9
Lack of Transportation	366	0.7	690	1.2
Child Care	132	0.3	1,339	2.3
Family Problems	451	0.9	1,504	2.6
Personal Health Problems	524	1.0	1,352	2.4
Changed Class/Program	1,718	3.4	2,122	3.7
Lack of Interest	1,441	2.9	1,263	2.2
Public Safety	4	0.0	5	0.0
Admin. Separated	592	1.2	220	0.4
Unknown Reason	30,486	60.7	32,877	57.8
Other known Reason	3,322	6.6	3,529	6.2
<b>Total</b>	<b>50,246</b>	<b>100.0</b>	<b>57,011</b>	<b>100.0</b>

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### Reason for Leaving Early by Age

Age group comparisons were also conducted to identify any age-related barriers that might exist; thus causing the early withdrawal for a given group. With the exception of the 65 and older group, the most common reasons for early exit were scheduling conflict and job acquisition. For the over 65 group, job acquisition was only indicated in 2.7 percent of the cases (6.8 percent overall), and scheduling conflicts only 6.7 percent (9.9 percent overall), although both of these results seem easily explainable based on the retired status of many of these learners. Not too surprising, among this group, the two most frequently known reasons for leaving early were personal health problems (12 percent versus 1.8 percent overall) and moving out of the service area (9.5 percent versus 5.2 percent overall). Learners in this age group would be expected to experience more health problems associated with aging as they would be more likely to relocate to nursing homes, family quarters, or other living arrangements possibly outside the service area. Other noteworthy results are that those in the 16-20 age range left for lack of interest at a higher rate (4.8 percent) than the group overall (2.5 percent). See Table 4.7.

**Table 4.7**

#### Reason for Early Exit by Age (1999-00)

Reason for Early Exit	16-20		21-30		31-40		41-50		51-64		65+	
	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	1,060	5.3	2,747	7.2	1,882	7.4	995	7.9	391	6.3	74	2.7
Moved	827	4.1	2,018	5.3	1,234	4.9	620	4.9	476	7.6	263	9.5
Schedule/Location Conflict	1,497	7.5	3,810	10.0	2,852	11.3	1,415	11.3	636	10.2	186	6.7
Lack of Transportation	183	0.9	351	0.9	232	0.9	117	0.9	92	1.5	57	2.1
Child Care	117	0.6	558	1.5	557	2.2	149	1.2	43	0.7	31	1.1
Family Problems	281	1.4	546	1.4	534	2.1	297	2.4	175	2.8	76	2.7
Personal Health Problems	146	0.7	386	1.0	381	1.5	303	2.4	291	4.7	333	11.9
Changed Class/Program	942	4.7	1,157	3.0	815	3.2	515	4.1	248	4.0	94	3.4
Lack of Interest	966	4.8	809	2.1	488	1.9	237	1.9	104	1.7	66	2.4
Public Safety	3	0.0	4	0.0	3	0.0	0	0.0	0	0.0	0	0.0
Admin. Separated	295	1.5	269	0.7	159	0.6	51	0.4	15	0.2	3	0.1
Unknown Reason	12,309	61.8	23,332	61.0	14,561	57.5	7,100	56.5	3,302	53.0	1,330	47.8
Other known Reason	1,330	6.7	2,257	5.9	1,642	6.5	770	6.1	457	7.3	266	9.6
<b>Total</b>	<b>19,956</b>	<b>100.0</b>	<b>38,244</b>	<b>100.0</b>	<b>25,340</b>	<b>100.0</b>	<b>12,569</b>	<b>100.0</b>	<b>6,230</b>	<b>100.0</b>	<b>2,779</b>	<b>100.0</b>

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## 5 TEST SCORES AND LEARNER GAINS FOR THE LOCAL AGENCY POPULATION

*Chapter 5 provides information on test scores and learning gains in California's ABE 225/231 programs. The chapter is based on test data collected from the local population.*

### **Data Highlights**

- Programs submitted valid reading pretests for 209,169 learners, with 28,234 in ABE or ASE, 175,005 in ESL, and 5,930 in ESL-Citizenship.
- The mean reading pretest score among ABE and ASE learners was 228.7. For ESL, it was 208.2 and for ESL-Citizenship 207.3.
- Math pretest scores were compiled from a total of 8,235 ABE and ASE learners with an average score of 220.6.
- Listening pretest scores were compiled from a total of 22,237 learners, of which 21,356 were ESL and 881 were ESL-Citizenship. The average score was 205 for ESL learners and 204.7 for ESL-Citizenship.
- Reading learning gains averaged 5.9 for ABE/ASE learners, 7.7 for ESL, and 7.3 for ESL-Citizenship.
- Math learning gains averaged 5.8 points for the 2,414 ABE/ASE learners who submitted test data for this modality.
- Listening learning gains averaged 5.8 points for ESL (5,629 learners) and 6.3 for ESL-Citizenship (270 learners).
- Reading and listening learning gains were the highest in five years across each scoring range and overall. This, however, is partially or wholly based on the increased period between pre- and post-testing and the more complete testing of the population.

### **PRETEST SCORES**

#### **Pretest Scores**

As part of the process used to monitor learning gains in California's ABE 225/231 adult education programs, the new WIA Title II legislation, in conjunction with California's State Plan, mandates that all learners are pre- and post-tested during the course of the program year. It is recommended that programs administer pretests on or before October 31, 1999. Programs with open enrollment were asked to administer pretests for incoming learners upon entry. Programs administered CASAS reading, listening, or math survey achievement tests to assess learners' ability to apply basic skills in a functional context. In some instances, assessment of learners took place in more than one of these skill areas. Learners enrolled in ABE 225/231 programs were later post-tested to determine the extent of learner progress at the end of the instructional period. Post-tests were administered to these learners at the end of the class, term, semester, or program year, or upon exit, but no later than June 30, 2000. Learners' pretest scores were used in combination with post-test scores to compute learning gains.

It should be noted that in prior years testing was done predominantly during the fall semester. With the advent of the more expansive testing period, it is manifest that reported learning gains should be on average higher. This is because of the fact that learners who remained in their program had a longer period of instructional intervention between pre- and post-test, which should translate into increased skills and increased gains as measured by the progress from pre- to post-test (known heretofore as learning

gains). This does not imply that instructor intervention was generally more extensive during 1999-00 than in the past, just that the instructor intervention between pre- and post-testing was more extensive.

### **CASAS Scores**

Test results were reported using CASAS scaled scores. The new California State Plan for WIA Title II extends the upper scaled score for ABE 225/231 learners to 245. Learners enrolled in adult secondary programs that pre- and post-tested were included in the analysis for the first time in 1999-00.

### **Pretest Guidelines**

Learners were tested primarily in reading, but ABE and ASE programs did have the option to give either reading tests, math tests, or both, depending on the instructional focus. Under statewide guidelines, ESL learners took a reading test, a listening test, or both. In total, there were 209,169 reading pretests, with 28,234 ABE or ASE, 175,005 ESL, and 5,930 ESL-Citizenship. With the addition of adult secondary education learners to the ABE tests, the overall mean for ABE was expected to increase, caused by the higher representation at the upper levels, and this was in fact the case. This change makes comparison to prior years data for ABE learners difficult, and thus those comparisons should be made with extreme caution.

### Reading Pretest Performance

The mean reading pretest score among ABE and ASE learners was 228.7. For ESL, it was 208.2 and for ESL-Citizenship 207.3. These means were all moderately higher than those of 1998-99, but this is due largely to the removal of the 229 ceiling from the analysis, the longer period of time allotted between pre and post-tests for many learners, and the addition of adult secondary education learners to ABE. See Table 5.1.

**Table 5.1**

#### **Mean Reading Pretest Scores Across Instructional Program (1999-00)**

<b>Reading Score Range</b>	<b>Mean Score</b>	<b>N</b>	<b>%</b>
<b>ABE/ASE</b>			
<=180	170.4	217	0.8
181-200	193.5	941	3.3
201-210	205.5	2,143	7.6
211-220	216.5	3,336	11.8
221-235	228.5	12,701	45.0
236-245	240.1	5,523	19.6
246+	251.1	3,373	11.9
<b>ABE/ASE Overall</b>	<b>228.7</b>	<b>28,234</b>	<b>100.0</b>
<b>ESL</b>			
<=180	173.6	7,563	4.3
181-200	193.0	41,559	23.7
201-210	205.3	57,947	33.1
211-220	215.9	28,501	16.3
221-235	227.1	33,397	19.1
236-245	239.7	4,393	2.5
246+	249.0	1,645	1.0
<b>ESL Overall</b>	<b>208.2</b>	<b>175,005</b>	<b>100.0</b>
<b>ESL-Cit</b>			
<=180	173.6	290	4.9
181-200	192.1	1,571	26.5
201-210	205.2	1,844	31.0
211-220	215.7	942	15.9
221-235	227.3	1,051	17.7
236-245	240.0	146	2.5
246+	249.7	86	1.5
<b>ESL-Cit Overall</b>	<b>207.3</b>	<b>5,930</b>	<b>100.0</b>

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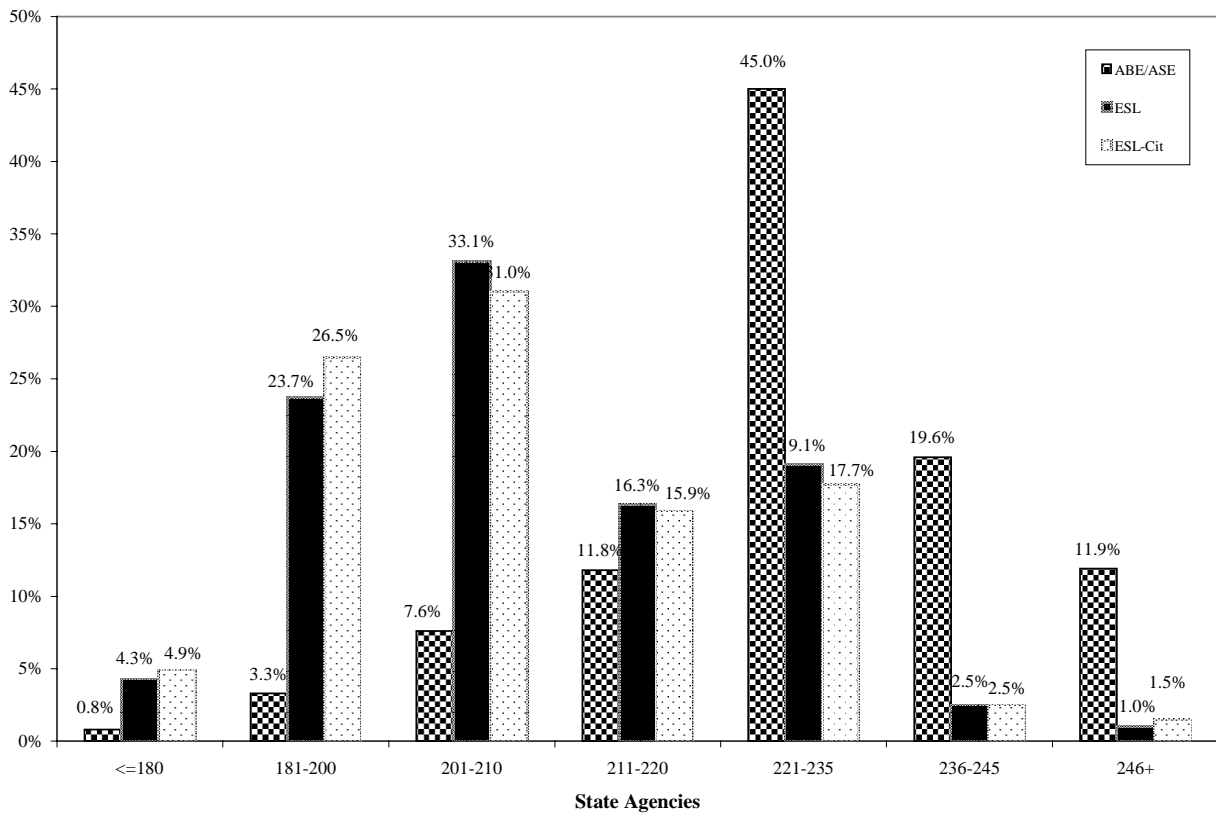
The mean reading pretest score for ABE learners suggests that learners would, on average, be able to handle some routine reading, writing, and communication tasks, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report. They may however find more difficult tasks such as reading and following multistep directions, reading and interpreting common legal forms and manuals, or integrating information from multiple texts, charts, and graphs. See the CASAS Skill Level Descriptors for ABE in Table G.3 of appendix G for more complete descriptors of the various CASAS levels.

Scores for ESL and the ESL-Citizenship learners, suggest that these individuals would, on average, be able to satisfy basic survival needs and very routine social demands, understand simple learned phrases easily, and read and interpret simple material on familiar topics. Learners at this level may experience difficulty interpreting more complex job-related material, communicating on the telephone, or filling out an application. See the CASAS Skill Level Descriptors for ESL in Table G.4 of appendix G for more complete descriptors of the various CASAS levels.

Based upon the included reading pretest scores, more than 90 percent (92.9 percent) of all learners fell below the high school benchmark in reading of 235. Not surprising, the percent scoring below this benchmark varied across instructional program from 68.5 percent for ABE/ASE, to 96.5 percent for ESL, and 96 percent for ESL-Citizenship. ESL and ESL-Citizenship had the highest proportion of learners at the lowest levels (61.1 and 62.4 percent, respectively, at or below 210) and the lowest proportion at the highest level (3.5 and 4 percent at the two highest levels). ABE/ASE as expected, had by far the highest level learners with 76.5 percent above 220. This was due in large part to the inclusion of adult secondary learners this year. See Figure 5.1.

**Figure 5.1**

**Comparison of Mean Reading Pretest Scores Across Instructional Program (1999-00)**



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Note: ABE/ASE N=28,234; ESL N=175,005; ESL-Cit N=5,930

### Math Pretest Performance

Programs submitted math pretest scores for 8,235 ABE and ASE learners. ABE and ASE learners who took the CASAS math assessment scored an average of 220.6. ABE/ASE learners scoring at this level would, on average, be able to handle interpretation of *simple* charts, graphs and labels, interpret a basic payroll stub, or do order form calculations. At this level they might be expected to have difficulties with tasks like reconciling bank statements, computing tips, or keeping a family budget.

The highest percentage of ABE/ASE learners (42.2 percent) scored between 221 and 235 (advanced basic skills level), with 21 percent scoring 210 or below (beginning basic skills level and lower). Due in part to the inclusion of adult secondary, 10.2 percent of learners in this group were at the two highest levels. See Table 5.2.

**Table 5.2**

#### Mean Math Pretest for ABE learners (1999-00)

Math Pretest	Mean Score	<u>N</u>	%
<b>ABE /ASE</b>			
<=180	175.5	24	0.3
181-200	194.9	490	6.0
201-210	206.8	1,213	14.7
211-220	216.1	2,188	26.6
221-235	227.2	3,483	42.2
236-245	239.2	681	8.3
246+	248.5	156	1.9
<b>ABE/ASE Overall</b>	<b>220.6</b>	<b>8,235</b>	<b>100.0</b>

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### Listening Pretest Performance

Programs submitted listening pretest information for 22,237 learners, of which 21,356 were ESL and 881 were ESL-Citizenship. The overall average listening pretest score among ESL learners was 205, while ESL-Citizenship learners scored slightly lower with a mean of 204.7. These mean scores suggest learners who could, on average, satisfy basic survival needs and limited social demands, understand simple learned phrases easily and some new simple phrases containing familiar vocabulary (if spoken slowly and repetitively). They might however have problems following oral directions and/or interacting via the telephone.

Among ESL learners, 64.8 percent scored at or below 210 (low intermediate level). Among ESL-Citizenship learners the total was 63 percent. ESL (12.6 percent) had a moderately higher number of learners than ESL-Citizenship (9.3 percent) score above 220 on the reading pretest. See Table 5.3.

**Table 5.3**

#### Mean Listening Pretest Scores for ESL & ESL-Citizenship Learners (1999-00)

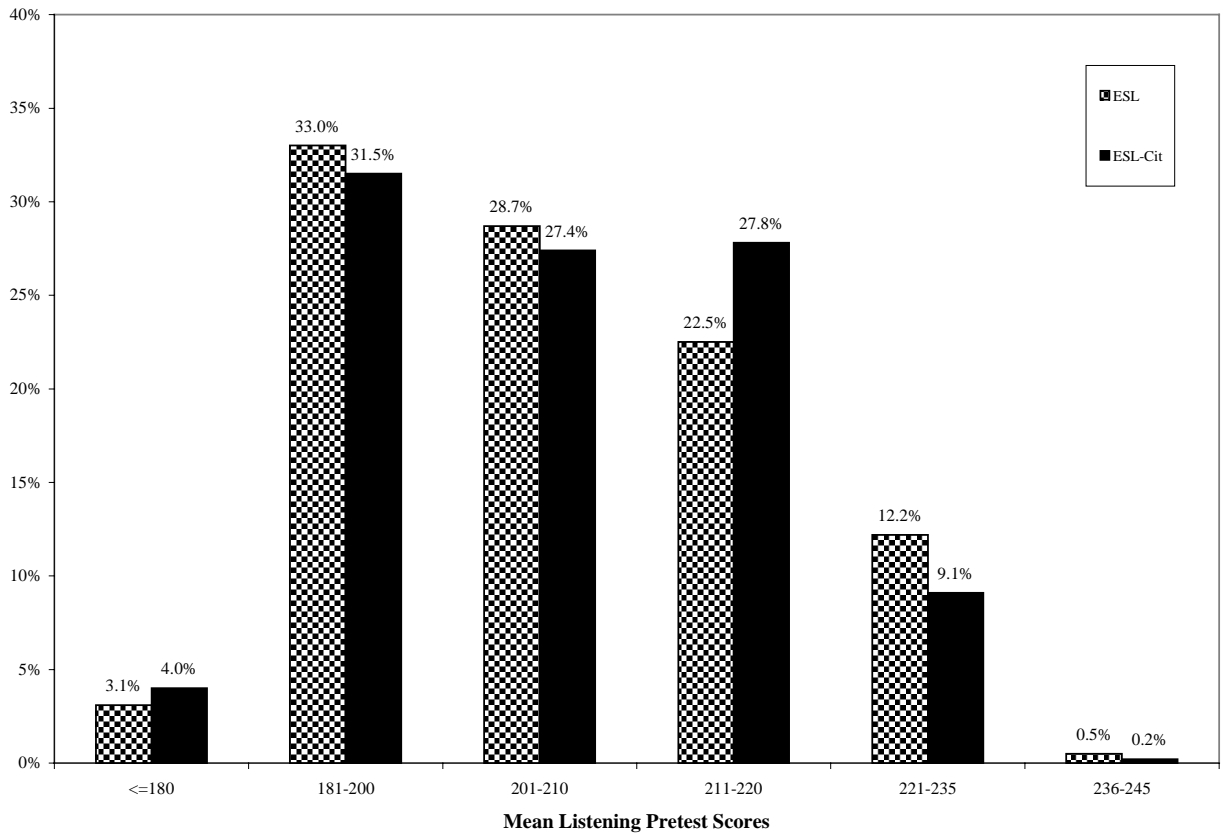
<u>Listening Pretest</u>	<u>Mean Score</u>	<u>N</u>	<u>%</u>
<b>ESL</b>			
<=180	175.8	663	3.1
181-200	192.7	7,054	33.0
201-210	205.4	6,135	28.7
211-220	214.9	4,806	22.5
221-235	225.4	2,612	12.2
236-245	238.0	86	0.4
<b>ESL Overall</b>	<b>205.0</b>	<b>21,356</b>	<b>100.0</b>
<b>ESL-Cit</b>			
<=180	176.3	35	4.0
181-200	192.7	278	31.6
201-210	205.3	241	27.4
211-220	214.7	245	27.8
221-235	225.4	80	9.1
236-245	238.0	2	0.2
<b>ESL-Cit Overall</b>	<b>204.7</b>	<b>881</b>	<b>100.0</b>

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Among both ESL and ESL-Citizenship learners, the highest percentage of pretest scores fell between 181 and 200 (low beginning to high beginning). Relatively few learners from either ESL or ESL-Citizenship programs scored below 181 (beginning literacy), and a higher than generally evidenced number scored above 220 (for 1998-99, ESL had 8.5 percent between 221-229 and ESL-Citizenship had 2.7 percent in that range). It is worth noting that ESL-Citizenship listening skills are higher than they were in 1998-99, with only 35.5 percent at 200 or lower versus 46.6 percent last year. See Figure 5.2.

**Figure 5.2**

**Mean Listening Pretest Scores for ESL & ESL-Citizenship Learners (1999-00)**



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Note: ESL  $N = 21,356$ ; ESL-Cit  $N = 881$

## **LEARNING GAINS**

CASAS defined learning gains as the difference between a learner's scores on the first accurate pretest and the highest accurate post-test. This is further qualified by the fact that both tests must be administered within the program year, in this case July 1, 1999 to June 30, 2000 and must be within the same of one of the three valid modalities, namely reading, math, and listening. Additionally, matched pair test data must follow other rules that included not taking the same test form twice in a row (back-to-back rule), never counting as a post-test a test form that was at a lower CASAS level (e.g., A through E) than the pretest level, and ensuring that both tests are within the accurate range. Generally speaking, positive learning gains relative to CASAS instruments have been documented after 80 to 120 hours of instruction.

As noted in the introduction of this chapter, learning gains should be higher for 1999-00, because of two salient facts. The first is that in prior years administrators submitted CASAS pre- and post-tests, in most cases, solely for the census period that occurred during the fall semester, whereas now the period in question has been expanded to include the entire program year. The second is the inclusion of all learners in 1999-00, because of the new mandate of testing all learners all year. The postulation is that the increased time for teacher intervention should translate to increased learning gains on average. However, it should be noted that in prior years this analysis was limited solely to individuals with between 80 and 120 hours of instruction, whereas for 1999-00, this analysis looks at all learners with a pre-post matched pair and more than 11 hours of instruction. In addition, the inclusion of adult secondary learners to the analysis could further limit upward movement as these learners enter programs at high instructional levels, and thus have less of an opportunity for upward movement.

### **Reading Learning Gains**

Among the 209,169 learners who took a reading pretest, 85,029 (40.7 percent) provided usable post-test data and were included in the analyses that follow. While this may seem like a relatively low percentage of the total tests, it should be noted that only those learners who remained in their program for a minimum of 12 hours and who provided a valid matched pair were included.

The mean learning gains varied across instructional program. ESL learners achieved the highest average gains (7.7 points), followed closely by ESL-Citizenship (7.3 points). ABE/ASE learners achieved the lowest average gains (5.9 points), though this is due in part to the high proportion of adult secondary learners.

The mean learning gain across the three instructional programs were higher than last year: ABE (4.2 points), ESL (5.4 points), and ESL-Citizenship (5.7 points) – and also higher than historical averages during the last five years, as witnessed in tables 5.7 through 5.10. ESL had the largest percentage increase from the previous year (42.6 percent) followed by ABE (40.5 percent) and ESL-Citizenship (28.1 percent).

The data clearly demonstrate that learning gains are inversely related to the level at which a learner begins instruction. At the lower levels (210 and below) learning gains ranged from 10 all the way up to 21 points, while at the higher levels (above 220) the highest gain is 4.4, found in the ABE/ASE population. See Table 5.4.

**Table 5.4**

**Mean Reading Learning Gains Across Instructional Program (1999-00)**

<b>Reading Scoring Range</b>	<b>Pretest Mean</b>	<b>Learning Gain Mean</b>	<b>N</b>	<b>%</b>
<b>ABE/ASE</b>				
< 200	189.7	14.4	544	6.3
201-210	205.2	10.7	1,155	13.4
211-220	216.4	8.6	1,169	13.5
221-235	228.5	4.4	4,121	47.7
236-245	240.0	1.5	1,648	19.1
<b>ABE/ASE Overall</b>	<b>223.5</b>	<b>5.9</b>	<b>8,637</b>	<b>100.0</b>
<b>ESL</b>				
< 180	173.5	21.0	2,872	3.9
181-200	193.3	10.1	15,933	21.5
201-210	205.4	7.9	26,184	35.3
211-220	216.0	6.9	12,440	16.8
221-235	227.2	3.8	14,958	20.2
236-245	239.6	1.3	1,728	2.3
<b>ESL Overall</b>	<b>208.5</b>	<b>7.7</b>	<b>74,115</b>	<b>100.0</b>
<b>ESL-Cit</b>				
< 180	174.4	16.1	102	4.5
181-200	191.6	10.0	635	27.9
201-210	205.2	6.8	713	31.2
211-220	215.6	6.6	368	16.2
221-235	227.5	3.4	402	17.7
236-245	239.8	1.7	57	2.5
<b>ESL-Cit Overall</b>	<b>206.5</b>	<b>7.3</b>	<b>2,277</b>	<b>100.0</b>

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At each pretest score range, and for all the score ranges combined, ESL and ESL-Citizenship learners with seven or more years of education presented higher average reading learning gains than did those with six or fewer years of education. This trend was more amplified for the ESL-Citizenship population than the ESL, where the gains increased 2.1 points from 5.8 to 7.9 at the imposed threshold. For ABE and ASE learners, this trend generally held as well, although the overall mean learning gain was lower for those with seven or more years of schooling. See Table 5.5.

**Table 5.5**

**Mean Reading Learning Gains by Years of Education (1999-00)**

Reading Score Ranges	<= 6 years			>= 7 Years		
	Learning Gains	N	%	Learning Gains	N	%
<b>ABE/ASE</b>						
<200	11.7	137	17.9	17.2	323	4.5
201-210	7.7	113	14.8	11.0	990	13.6
211-220	8.4	156	20.4	8.8	928	12.8
221-235	4.0	296	38.5	4.4	3,539	48.7
236-245	0.7	64	8.4	1.6	1,482	20.4
<b>ABE/ASE Overall</b>	<b>6.6</b>	<b>766</b>	<b>100.0</b>	<b>5.9</b>	<b>7,262</b>	<b>100.0</b>
<b>ESL</b>						
<180	18.1	1,352	8.0	26.5	1,000	2.0
181-200	8.7	5,962	35.1	11.4	7,990	16.0
201-210	5.9	5,942	35.0	8.7	17,965	36.0
211-220	5.2	2,118	12.5	7.3	9,203	18.4
221-235	2.6	1,514	8.9	4.0	12,263	24.6
236-245	-0.8	86	0.5	1.5	1,501	3.0
<b>ESL Overall</b>	<b>7.5</b>	<b>16,974</b>	<b>100.0</b>	<b>7.8</b>	<b>49,922</b>	<b>100.0</b>
<b>ESL-Cit</b>						
<180	14.3	57	9.0	17.8	30	2.1
181-200	7.3	244	38.7	11.9	335	23.6
201-210	3.2	219	34.7	8.4	418	29.5
211-220	4.2	67	10.6	7.1	268	18.9
221-235	1.7	42	6.7	3.7	315	22.2
236-245	--	2	0.3	2.0	52	3.7
<b>ESL-Cit Overall</b>	<b>5.8</b>	<b>631</b>	<b>100.0</b>	<b>7.9</b>	<b>1,418</b>	<b>100.0</b>

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Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

### Reading Learning Gains Over Time

In looking at year by year comparisons of learning gains, it is important to keep in mind the earlier mentioned caveats. Namely, that the period that learners received instructor intervention may be in some cases longer between tests than in prior years, and that this fact would perceivably translate into higher reported learning gains for the current program year. Additionally, in the case of ABE particularly, the inclusion of adult secondary level learners could depress overall learning gain averages because of the ceiling effect of learning gains at the top end of the scale.

ABE/ASE reading learning gains for 1999-00 were substantially above historical averages, reversing a recent trend toward flat or decreasing gains year-over-year. Gains within each of the scoring ranges were higher for 1999-00 than in any of the previous five years, although the comparison is limited by the explained disparities between this year and the prior four. See Table 5.6.

**Table 5.6**

**Mean Reading Learning Gains for ABE/ASE Learners (1995-96 to 1999-00)**

Reading Pretest Scores	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>
<b>Below 200</b>										
Pretest	191.8	71	181.6	134	189.9	44	191.9	48	189.7	544
Post-Test	200.2	71	190.9	134	196.1	44	201.4	48	204.2	544
Gain	8.4	71	9.3	134	6.1	44	9.4	48	14.4	544
<b>201-210</b>										
Pretest	206.9	63	205.5	80	205.9	52	206.0	100	205.2	1,155
Post-Test	213.3	63	211.6	80	213.5	52	211.1	100	215.8	1,155
Gain	6.4	63	6.0	80	7.5	52	5.1	100	10.7	1,155
<b>211-220</b>										
Pretest	216.0	251	216.6	271	216.2	170	216.5	207	216.4	1,169
Post-Test	221.1	251	221.6	271	221.3	170	220.9	207	225.0	1,169
Gain	5.1	251	5.0	271	5.1	170	4.4	207	8.6	1,169
<b>221-229</b>										
Pretest	224.9	300	225.0	458	224.6	246	225.1	308	225.6	2,405
Post-Test	228.9	300	229.6	458	226.9	246	228.1	308	230.8	2,405
Gain	4.0	300	4.6	458	2.3	246	3.0	308	5.2	2,405
<b>230+</b>										
Pretest	--	--	--	--	--	--	--	--	236.2	3,364
Post-Test	--	--	--	--	--	--	--	--	238.5	3,364
Gain	--	--	--	--	--	--	--	--	2.4	3,364
<b>ABE/ASE Overall</b>										
Pretest	216.6	685	214.7	943	216.9	512	217.2	663	223.5	8,637
Post-Test	221.6	685	220.3	943	221.0	512	221.4	663	229.3	8,637
Gain	5.1	685	5.5	943	4.1	512	4.2	663	5.9	8,637

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Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

ESL learning gains were also above historical averages, in the aggregate and at each scoring range. As with ABE, ESL learning gains have been following a decreasing or flat trend during the last five years, until 1999-00 when the trend reversed. The more significant year by year gains were at the lower scoring ranges. The increased instructional hours between pre- and post-test presumably played a role in this improvement. See Table 5.7.

**Table 5.7**

**Mean Reading Learning Gains for ESL Learners (1995-96 to 1999-00)**

Reading Pretest Scores	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>
<b>&lt;180</b>										
Pre-Test	173.7	302	173.3	327	172.6	341	174.6	418	173.5	2,872
Post-Test	190.2	302	189.3	327	187.0	341	189.2	418	194.5	2,872
Gain	16.5	302	16.0	327	14.4	341	14.6	418	21.0	2,872
<b>181-200</b>										
Pre-Test	193.4	1,921	193.3	1,723	193.2	1,742	193.5	2,604	193.3	15,933
Post-Test	202.6	1,921	200.7	1,723	201.5	1,742	200.8	2,604	203.3	15,933
Gain	9.2	1,921	7.4	1,723	8.1	1,742	7.3	2,604	10.1	15,933
<b>201-210</b>										
Pre-Test	205.5	1,911	205.6	1,546	205.5	1,714	205.4	4,017	205.4	26,184
Post-Test	211.3	1,911	211.3	1,546	211.0	1,714	210.6	4,017	213.3	26,184
Gain	5.8	1,911	5.8	1,546	5.5	1,714	5.2	4,017	7.9	26,184
<b>211-220</b>										
Pre-Test	215.8	2,479	215.8	2,216	215.9	2,324	215.9	2,938	216.0	12,440
Post-Test	221.5	2,479	220.3	2,216	219.9	2,324	220.8	2,938	222.8	12,440
Gain	5.7	2,479	4.4	2,216	4.0	2,324	4.9	2,938	6.9	12,440
<b>221-229</b>										
Pre-Test	224.5	1,674	224.6	1,811	224.7	1,685	225.2	2,187	225.4	10,964
Post-Test	227.9	1,674	227.3	1,811	227.0	1,685	227.6	2,187	229.4	10,964
Gain	3.3	1,674	2.7	1,811	2.2	1,685	2.4	2,187	4.1	10,964
<b>230+</b>										
Pre-Test	--	--	--	--	--	--	--	--	234.4	5,722
Post-Test	--	--	--	--	--	--	--	--	236.8	5,722
Gain	--	--	--	--	--	--	--	--	2.4	5,722
<b>ESL Overall</b>										
Pre-Test	208.5	8,287	208.9	7,623	208.6	7,806	207.9	12,164	208.5	74,115
Post-Test	214.9	8,287	214.4	7,623	213.9	7,806	213.3	12,164	216.2	74,115
Gain	6.4	8,287	5.5	7,623	5.3	7,806	5.4	12,164	7.7	74,115

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Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

As with ABE and ESL, ESL-Citizenship learners evidenced their highest gains in five years during 1999-00. This year reversed a trend for ESL-Citizenship, where gains were decreasing at the lower levels but increasing at the higher levels. See Table 5.8 for all other comparisons.

**Table 5.8**

**Mean Reading Learning Gains for ESL-Citizenship Learners (1995-96 to 1999-00)**

Reading Pretest Scores	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	N	Score	N	Score	N	Score	N	Score	N
<b>&lt;180</b>										
Pretest	--	23	173.3	79	171.1	39	173.7	23	174.4	102
Post-Test	--	23	187.6	79	182.3	39	183.2	23	190.5	102
Gain	--	23	14.3	79	11.2	39	9.4	23	16.1	102
<b>181-200</b>										
Pretest	193.2	164	192.9	321	192.5	193	193.5	160	191.6	635
Post-Test	200.6	164	200.0	321	201.3	193	200.0	160	201.6	635
Gain	7.5	164	7.1	321	8.7	193	6.6	160	10.0	635
<b>201-210</b>										
Pretest	205.9	179	205.3	248	205.0	134	205.2	186	205.2	713
Post-Test	211.8	179	210.4	248	210.6	134	210.3	186	212.0	713
Gain	5.9	179	5.2	248	5.6	134	5.1	186	6.8	713
<b>211-220</b>										
Pretest	215.5	210	216.1	267	215.4	173	216.1	130	215.6	368
Post-Test	219.4	210	219.6	267	220.1	173	221.7	130	222.2	368
Gain	3.9	210	3.5	267	4.6	173	5.6	130	6.6	368
<b>221-229</b>										
Pretest	224.2	105	224.6	235	224.3	113	225.8	83	225.3	272
Post-Test	225.1	105	226.6	235	226.7	113	230.0	83	229.4	272
Gain	0.9	105	2.1	235	2.3	113	4.2	83	4.1	272
<b>230+</b>										
Pretest	--	--	--	--	--	--	--	--	234.4	187
Post-Test	--	--	--	--	--	--	--	--	236.4	187
Gain	--	--	--	--	--	--	--	--	1.9	187
<b>ESL-Cit Overall</b>										
Pretest	207.6	681	206.1	1,150	205.4	652	206.1	582	206.5	2,277
Post-Test	212.9	681	211.4	1,150	211.4	652	211.8	582	213.9	2,277
Gain	5.3	681	5.3	1,150	6.6	652	5.6	582	7.3	2,277

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Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

### Listening Learning Gains

The chapter includes listening test learning gains for ESL and ESL-Citizenship learners. The overall average listening learning gain was 5.8 points for ESL learners and 6.3 points for ESL-Citizenship. For ESL, this was an increase of 45 percent from the average gain of 4 points for 1998-99. In consideration of the low N, listening learning gains were not included for the ESL-Citizenship population during 1998-99. The previously mentioned qualifications should be heeded in this case as well. See Table 5.9.

**Table 5.9**

#### Mean Listening Learning Gains for ESL & ESL-Citizenship Learners (1999-00)

<b>Listening Score Range</b>	<b>Mean Pretest Score</b>	<b>Mean Learning Gain</b>	<b>N</b>	<b>%</b>
<b>ESL</b>				
<=180	175.7	19.3	212	3.8
181-200	192.7	8.9	1,961	34.8
201-210	205.4	4.4	1,584	28.1
211-220	214.9	2.7	1,223	21.7
221-235	225.0	1.0	632	11.2
236-245	237.8	-3.6	17	0.4
<b>ESL Overall</b>	<b>204.2</b>	<b>5.8</b>	<b>5,629</b>	<b>100.0</b>
<b>ESL-Cit</b>				
<=180	176.6	16.1	18	6.7
181-200	192.2	9.0	101	37.4
201-210	205.4	4.8	61	22.6
211-220	214.5	2.5	78	28.9
221-235	224.1	1.2	12	4.4
<b>ESL-Cit Overall</b>	<b>202.0</b>	<b>6.3</b>	<b>270</b>	<b>100.0</b>

*CASAS 2001*

### Listening Learning Gains Over Time

Average listening gains were declining from 1994 until 1998, until 1999 when the trend shifted. Data for this year indicate that average listening gains at all levels, and in the aggregate, increased from previous years, again registering five-year highs. See Table 5.10.

**Table 5.10**

**Mean Listening Learning Gains for ESL Learners (1995-96 to 1999-00)**

Listening Pretest Scores	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	N	Score	N	Score	N	Score	N	Score	N
<b>&lt;180</b>										
Pretest	175.7	83	174.9	39	174.5	52	174.2	39	175.7	212
Post-Test	188.7	83	188.5	39	186.3	52	191.0	39	194.9	212
Gain	13.0	83	13.5	39	11.7	52	16.8	39	19.3	212
<b>181-200</b>										
Pretest	192.7	883	192.0	359	193.1	702	192.4	257	192.7	1,961
Post-Test	198.6	883	197.8	359	198.9	702	199.1	257	201.6	1,961
Gain	6.0	883	5.8	359	5.7	702	6.6	257	8.9	1,961
<b>201-210</b>										
Pretest	205.5	745	205.6	270	205.6	753	204.8	229	205.4	1,584
Post-Test	208.6	745	207.9	270	207.9	753	207.5	229	209.8	1,584
Gain	3.1	745	2.3	270	2.2	753	2.7	229	4.4	1,584
<b>211-220</b>										
Pretest	214.9	540	215.1	156	214.8	451	215.5	138	214.9	1,223
Post-Test	215.5	540	214.2	156	215.3	451	215.5	138	217.6	1,223
Gain	0.6	540	-0.9	156	0.4	451	0.3	138	2.7	1,223
<b>221-229</b>										
Pretest	223.8	207	223.1	67	223.2	133	224.2	66	225.0	632
Post-Test	221.8	207	221.3	67	222.3	133	223.2	66	226.0	632
Gain	-2.0	207	-1.9	67	-0.9	133	-1.0	66	1.0	632
<b>230+</b>										
Pretest	--	--	--	--	--	--	--	--	--	17
Post-Test	--	--	--	--	--	--	--	--	--	17
Gain	--	--	--	--	--	--	--	--	--	17
<b>ESL Overall</b>										
Pretest	203.5	2,458	201.7	891	203.8	2,091	202.5	729	204.2	5,629
Post-Test	207.0	2,458	205.1	891	206.9	2,091	206.6	729	210.0	5,629
Gain	3.5	2,458	3.3	891	3.0	2,091	4.0	729	5.8	5,629

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

### Math Learning Gains

Math learning gains were on average 5.8 points for ABE and ASE learners. This is the first year that there has been a sufficient number of math post-test scores to allow reporting of learning gains by scoring range. See Table 5.11.

**Table 5.11**

#### **Mean Math Learning Gains for ABE & ASE Learners (1999-00)**

<b>Math Scoring Range</b>	<b>Pretest Mean</b>	<b>Learning Gain Mean</b>	<b><u>N</u></b>	<b>%</b>
<b>ABE/ASE</b>				
< 200	194.1	11.9	189	7.8
201-210	206.7	8.4	439	18.2
211-220	215.9	7.4	720	29.8
221-235	227.0	3.0	919	38.1
236-245	239.2	0.4	147	6.1
<b>ABE/ASE Overall</b>	<b>218.2</b>	<b>5.8</b>	<b>2,414</b>	<b>100.0</b>

*CASAS 2001*

### Learning Gains by Test Hours

Learning gains should increase with increased time for instructional intervention. In the three tables below, this relationship is demonstrated, in all but a few cases. The exceptions may be explained by learners who are having particular difficulty advancing and thus need substantial instructional intervention, and the fact that those who leave the program after fewer hours of instruction may have achieved their stated goal, while those who remained need additional time to reach their objectives.

Mean reading learning gains generally increased as the number of hours between first and high test increased. The relationship held more for ESL learners than ABE learners, although the caveats mentioned above are relevant here. For ESL learners the mean learning gains between the three hours groups were frequently significant enough to demonstrate the expected relationship. See Table 5.12.

**Table 5.12**

**Mean Reading Learning Gains by Reading Test Hours (1999-00)**

Reading Scoring Range	Mean Learning Gains						Overall	
	12 to 74 Hours		75 to 120 Hours		121 or More Hours		Mean	N
	Mean	N	Mean	N	Mean	N	Mean	N
<b>ABE/ASE</b>								
< 200	15.6	282	12.1	128	12.4	143	13.9	553
201-210	10.0	820	9.2	163	11.4	191	10.1	1,174
211-220	7.7	568	8.4	287	8.6	334	8.1	1,189
221-235	3.7	2,027	3.9	1,040	4.2	1,151	3.9	4,218
236-245	0.5	892	0.7	433	1.2	405	0.7	1,730
<b>ABE/ASE Overall</b>	<b>5.4</b>	<b>4,589</b>	<b>4.8</b>	<b>2,051</b>	<b>5.4</b>	<b>2,224</b>	<b>5.3</b>	<b>8,864</b>
<b>ESL/ESL-Cit</b>								
< 180	19.2	1,067	19.9	882	22.9	1,036	20.7	2,985
181-200	7.9	6,349	8.9	5,105	11.7	5,487	9.4	16,941
201-210	5.2	9,450	6.3	7,989	9.8	10,120	7.2	27,559
211-220	5.4	4,109	5.9	4,008	7.7	4,898	6.4	13,015
221-235	2.0	4,976	2.6	4,756	4.7	6,001	3.2	15,733
236-245	-0.2	617	-0.1	580	1.5	677	0.4	1,874
<b>ESL Overall</b>	<b>5.7</b>	<b>26,568</b>	<b>6.4</b>	<b>23,320</b>	<b>9.0</b>	<b>28,219</b>	<b>7.1</b>	<b>78,107</b>

CASAS 2001

Math learning gains clearly increased with increased test hours, especially between the 12 to 74 and 75 to 120 thresholds. The differences are most dramatic at the lower levels, as for example those learners with pretest scores under 200 had mean learning gains of 10 points with 74 or fewer hours while they had mean learning gains of 12.4 for 75 to 120 hours. The difference between the 75 to 120 hours group and the greater than 120 seems to be marginal for this test series. See Table 5.13.

**Table 5.13**

**Mean Math Learning Gains by Math Test Hours (1999-00)**

Math Scoring Range	Mean Learning Gains						Overall	
	12 to 74 Hours		75 to 120 Hours		121 or More Hours		Mean	N
	Mean	N	Mean	N	Mean	N	Mean	N
<b>ABE/ASE</b>								
< 200	10.0	93	12.4	66	13.5	33	11.4	192
201-210	6.6	243	9.0	120	8.7	88	7.7	451
211-220	4.9	363	10.0	219	6.7	154	6.8	736
221-235	1.5	525	3.6	241	3.4	183	2.4	949
236-245	-0.8	98	-2.3	29	-1.8	37	-1.3	164
<b>ABE/ASE Overall</b>	<b>3.8</b>	<b>1,322</b>	<b>7.2</b>	<b>675</b>	<b>5.7</b>	<b>495</b>	<b>5.1</b>	<b>2,492</b>

CASAS 2001

Listening learning gains were again significantly affected by the hours of instruction. A good example is the 181-200 scoring range where those with 12 to 74 hours had mean learning gains of 7.4, those with 75 to 120 had mean learning gains of 8.1, and those with more than 120 hours had mean learning gains of 10.3. For listening tests, it appears that the three thresholds are all significantly different. See Table 5.14.

**Table 5.14**

**Mean Listening Learning Gains by Listening Test Hours (1999-00)**

Listening Scoring Range	Mean Learning Gains						Overall	
	12 to 74 Hours		75 to 120 Hours		121 or More Hours		Mean	N
	Mean	N	Mean	N	Mean	N	Mean	N
<b>ESL/ESL-Cit</b>								
<180	17.6	68	18.5	64	20.3	98	19.0	230
181-200	7.4	684	8.1	626	10.3	774	8.7	2,084
201-210	2.8	540	2.9	579	4.9	596	3.6	1,715
211-220	1.3	391	1.7	469	2.3	500	1.8	1,360
221-235	-1.0	227	-0.1	221	-0.3	256	-0.5	704
236-245	-3.0	--	-8.0	--	-4.7	--	-4.9	18
<b>ESL Overall</b>	<b>4.2</b>	<b>1,917</b>	<b>4.4</b>	<b>1,964</b>	<b>6.2</b>	<b>2,230</b>	<b>5.0</b>	<b>6,111</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

### Assessment Results by Provider Type

ABE 225/231 providers differed in the proportion of learners they served at various pretest skill levels. Analyses were conducted across provider types for each of the three instructional programs.

As in previous years, adult schools and community college districts served ABE learners with higher mean pretest scores than did CBOs and library literacy programs. See Table 5.12.

**Table 5.15**

#### Mean Reading Pretest Scores Across Provider Type for ABE Learners (1995 to 2000)

Provider Type	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	N	Score	N	Score	N	Score	N	Score	N
Adult	219.4	3,271	220.7	3,965	223.2	3,672	217.5	1,517	229.8	22,798
CBO	208.6	110	210.8	166	216.0	116	--	--	204.4	817
CCD	220.2	981	220.7	741	223.4	762	211.9	54	227.3	1,741
COE	--	--	--	--	--	--	--	--	240.1	30
Jails	--	--	--	--	--	--	--	--	230.1	2,494
Library Literacy	213.8	78	215.3	150	213.7	193	213.6	62	208.7	355
<b>Total</b>	<b>223.1</b>	<b>4,362</b>	<b>227.0</b>	<b>4,872</b>	<b>232.1</b>	<b>4,550</b>	<b>225.7</b>	<b>1,571</b>	<b>228.7</b>	<b>28,235</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

Among ESL learners, jails (210.8), community college districts (209.4), and adult schools (208) served the highest level learners, as indicated by pretest score. As was the case in previous years, library literacy programs served the lowest level learners. See Table 5.13.

**Table 5.16**

#### Mean Reading Pretest Scores Across Provider Type for ESL Learners (1995 to 2000)

Provider Type	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	N	Score	N	Score	N	Score	N	Score	N
Adult	209.2	21,185	209.9	21,978	210.2	24,129	206.8	25,242	208.0	145,177
CBO	206.7	451	210.1	217	212.1	7	203.5	136	205.3	206
CCD	210.9	5,736	211.4	4,816	212.0	6,015	208.0	3,032	209.4	28,902
COE	--	--	--	--	--	--	--	--	--	--
Jails	--	--	--	--	--	--	--	--	210.8	538
Library Literacy	195.8	72	--	7	196.2	15	--	--	196.2	182
<b>Total</b>	<b>209.0</b>	<b>27,444</b>	<b>210.2</b>	<b>27,018</b>	<b>210.5</b>	<b>30,166</b>	<b>206.9</b>	<b>28,410</b>	<b>208.2</b>	<b>175,005</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

ESL learners in adult schools had the highest pretest means (205.1) for listening, followed by community college districts (203.2). The data demonstrate the stability of the ESL populations mean listening scores during the last five years. See Table 5.14.

**Table 5.17**

**Mean Listening Pretest Scores Across Provider Type for ESL Learners (1995 to 2000)**

Provider Type	1995-96		1996-97		1997-98		1998-99		1999-00	
	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>	Score	<u>N</u>
Adult	205.9	5,221	203.8	3,844	204.1	4,134	204.3	6,619	205.1	20,852
CBO	--	1	--	16	196.7	8	--	--	194.3	49
CCD	206.1	1,823	206.1	436	209.0	1,642	202.7	551	203.2	374
Jails	--	--	--	--	--	--	--	--	194.0	81
Library Literacy	--	2	--	14	205.0	12	198.5	15	--	--
<b>Total</b>	<b>205.9</b>	<b>7,047</b>	<b>204.0</b>	<b>4,310</b>	<b>205.3</b>	<b>5,796</b>	<b>204.2</b>	<b>7,185</b>	<b>205.0</b>	<b>21,356</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.



## 6 THE CALIFORNIA BENCHMARK REPORT

*Chapter 6 provides information on the California Benchmark Report. The chapter is based on data from the whole testing population. It starts with a short synopsis of the report and its underlying logic and then looks at the aggregated results of the report for 1999-00.*

### **Data Highlights**

- There were 535,978 Student Records, with 366,846 eligible for inclusion in the benchmark report.
- A total of 89,279 (16.7 percent) were dropped from the report for lack of an Update record and 79,853 (14.9 percent) were dropped for having accrued fewer than 12 hours of instruction during the program year.
- Among those eligible for benchmarks, 67.2 percent were ESL learners, 21 percent ASE, 9.2 percent ABE, and 2.6 percent ESL-Citizenship.
- The breakdown of proportionality for the priorities is as follows: Priority 1 (32 percent), Priority 2 (0.4 percent), Priority 3 (45.6 percent), Priority 4 (1 percent), and Priority 5 (21 percent).
- Of the 366,846 learners eligible for a benchmark, 129,344 (35.3 percent) provided valid paired test data.
- Of the total eligible population, 94,064 (25.6 percent) achieved at least one benchmark. Of those with paired test data, the percentage was 72.7 percent.
- In total, 116,973 benchmarks were earned, with 67.1 percent being significant gains, 16.9 percent two-level movement, and a combined 16 percent acquisition of either a high school diploma or GED certificate.
- The vast majority of paired tests were reading (89.5 percent), with a small subset of listening (6.5 percent) and math (4 percent) included.
- California made a majority of their core performance indicators for 1999-00, as outlined in the state plan.

## **OVERVIEW**

### **Background**

The California State Plan for 1999-00 established “a comprehensive performance accountability system” that would track learner characteristics and outcomes. The system was designed to “optimize the return on investment of Federal funds in adult education and literacy activities.” In addition, “the accountability system will assess the effectiveness of eligible local providers’ achievement in continuously improving their adult education and literacy program.”

The state plan further defined the means by which this data collection and analysis would occur. “CDE has also implemented a local program database reporting system, Tracking of Programs and Students (TOPSpro), that enables local programs to collect and report all student progress and outcome measures.”

The California State Plan identified performance measures and priorities for disbursement of the supplemental funding based on learner performance and achievements. The performance measures include significant gain from paired test scores, advancement of two instructional levels, and attainment of high school diploma or GED Certificate. The priorities were identified by competency level and demonstrated need for literacy using the National Adult Literacy Survey (NALS) and the State Adult Literacy Survey (SALS). The included instructional programs were Adult Basic Education (ABE),

English as a Second Language (ESL), ESL-Citizenship (ESL-Cit), and Adult Secondary Education (high school diploma or GED preparation).

The California State Plan calls for the disbursement of supplemental funding based on learner outcomes within five Priority levels. These five Priority levels are as defined below:

- Priority 1: Targets disadvantaged adults, adult immigrants, minorities, and incarcerated adults as key populations. These groups were shown through needs assessment to contain large numbers of adults with low educational achievements who would be served in ABE and ESL programs. (Literacy at NALS Level 1)
- Priority 2: Targets disadvantaged adults, homeless adults, individuals with disabilities, and single parents, and displaced homemakers as key populations. Each of these groups demonstrates a need for service within workplace literacy programs (Literacy at NALS Level 1 and 2)
- Priority 3: Targets disadvantaged adults, homeless adults, individuals with disabilities, and single parents and displaced homemakers as key populations. Each of these groups has been shown through needs assessment to contain large numbers of adults with low educational achievements who would be served in literacy programs. (Literacy at NALS Level 2)
- Priority 4: Targets disadvantaged adults, homeless adults, individuals with disabilities, and single parents, and displaced homemakers as key populations. Each of these groups has been shown through a needs assessment to contain large numbers of adults with low educational achievements who would be served in family literacy programs.
- Priority 5: Targets disadvantaged adults, homeless adults, individuals with disabilities, incarcerated adults, single parents, and displaced homemakers as key populations. (Literacy at NALS Level 3 and above)

Performance measures for eligible learners in any of the five Priority levels will include learner goal attainment and demonstrated learner improvements in literacy levels within a program, learner completion of a program level, learner advancement to a higher program level, receipt of a secondary school diploma or its recognized equivalent, placement in postsecondary education, training, unsubsidized employment, or career advancement. CDE established definable levels to delineate each of the core indicators, using CASAS assessment instruments and other tools, to document measurable improvements in literacy performance.

### **Underlying Logic**

Included below is a chart that outlines the basic logic for the California Benchmark Report. The report measures progress for learners in one of the five Priority levels outlined above, measuring the percentage of learners who achieve one of four possible benchmarks:

- (1) Significant Gain: a significant gain is defined as the gain of a certain threshold of points on the CASAS scale between pre- and post-test in a given modality. For those who have a pretest score of 210 and lower, the point threshold is five or more, while for those with a pretest score of 211 or higher, the point threshold is three or more.
- (2) Two Level Movement: a two level movement is defined as the movement of two CASAS levels between the pre- and post-test in a given modality. See Table G.1 and G.2 in appendix G for the scoring ranges associated with levels for ABE and ESL learners.
- (3) GED: acquisition of a GED certificate during the program year.
- (4) High School Diploma: acquisition of a high school diploma during the program year.

Learners can receive credit for a high school diploma or a GED certificate, but not both, within a program year. In addition, the third and fourth options above are not available to those in Priority 1, as research has shown that the acquisition of degree or certificate for learners at this level is not realistic. This means that learners in priorities 2 through 5 have the ability to earn up to three benchmarks each, and those in Priority 1 can earn up to two benchmarks. See Table 6.1.

**Table 6.1**

**Underlying Logic of California Benchmark Report**

Priority Level	Target Population	Associated Benchmark Level	CASAS Scaled Score Range	Benchmark Criteria	
				Significant Learning Gains (CASAS pre- and post-tests)	Other Criteria for Benchmark Analysis
Priority 1	ABE, ESL, & ESL-Citizenship Learners	ABE - Pre-Beginning to Beginning ESL/ESL-Cit - Pre-Beginning to Low Intermediate	CASAS paired scores 210 and lower.	5 points gain from pre- to post-test for pretest scores 210 and lower	Movement two benchmark levels during course of instruction
Priority 2	ABE, ESL, & ESL-Citizenship Learners in Workforce Ed. Programs	ABE - Pre-Beginning to Advanced ESL/ESL-Cit - Pre-Beginning to Advanced	CASAS paired scores 235 and lower	5 points gain from pre- to post-test for pretest scores 210 and lower, 3 points or more for score 211 and higher	Movement two benchmark levels during course of instruction and/or earning high school diploma or GED certificate
Priority 3	ABE, ESL, & ESL-Citizenship Learners	ABE - Intermediate to Advanced ESL/ESL-Cit - High Intermediate to Advanced	CASAS paired scores 211 or higher	3 point or greater gain from pre- to post-test for all pretest scores	Movement two benchmark levels during course of instruction and/or earning high school diploma or GED certificate
Priority 4	Family Literacy Program Learners	All levels	All CASAS paired scores	5 points gain from pre- to post-test for pretest scores 210 and lower, 3 points or more for score 211 and higher	Movement two benchmark levels during course of instruction and/or earning high school diploma or GED certificate
Priority 5	Adult Secondary Education Learners	ASE - All levels	All CASAS paired scores	5 points gain from pre- to post-test for pretest scores 210 and lower, 3 points or more for score 211 and higher	Movement two benchmark levels during course of instruction and/or earning high school diploma or GED certificate

*CASAS 2001*

In addition to the five priorities listed above, there are two additional categories that CDE approved for inclusion within Priority 5. They are as follows:

- (1) Priority 5A: For ABE, ESL, and ESL-Citizenship learners with pretest scores of 236 or higher.
- (2) Priority 5B: For ABE, ESL, and ESL-Citizenship learners in Workplace Education programs with pretest scores of 236 or higher.

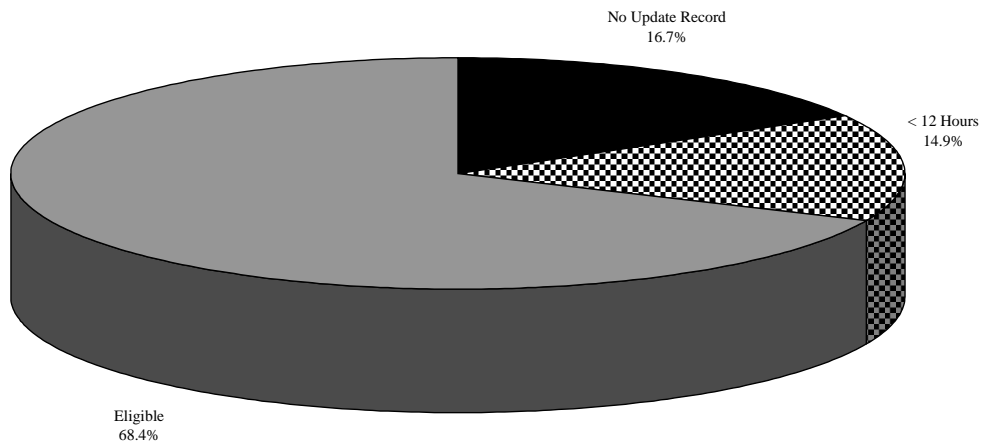
However, for purposes of this report, priorities 5A and 5B have been folded into Priority 5. The totals for priorities 5A and 5B were 4,861 and 30, respectively. Two level movement is not possible for these categories because learners in Priorities 5A and 5B are already at the ultimate or penultimate level. This was reflected in the lower percentage of learners who completed two levels for Priority 5.

## BREAKDOWN OF BENCHMARK POPULATION

There were 535,978 ABE 225/231 learners with an Entry Record for 1999-00. The minimum requirements for inclusion in the base of the California Benchmark Report are a Student Entry Record, Student Update Record, and the completion of at least 12 instructional hours during the program year. Of the total learners with an Entry Record, 79,853 (14.9 percent) were dropped from the benchmark report for accruing fewer than 12 hours of instruction during the prescribed period, and 89,279 (16.7 percent) were dropped for lack of an update record. This led to the inclusion of 366,846 learners, or 68.4 percent of the total enrollment population in the report for 1999-00. See Figure 6.1.

**Figure 6.1**

**Breakdown of Benchmark Report Learners (1999-00)**



CASAS 2001

Note:  $N = 535,978$

A review of the proportion of learners eligible for inclusion in the benchmark report across instructional program, reveals that ESL had the highest percentage (69.9), followed by ESL-Citizenship (66.8 percent), and ASE (67.7 percent). ABE had the lowest proportion included (61.4 percent), because of the high number of learners without a completed Update Record (23.4 percent). In regard to instructional hours, ASE learners had the highest proportion with fewer than 12 hours (17 percent), followed by ABE (15.2 percent). See Table 6.2.

**Table 6.2**

**Breakdown of Benchmark Learners by Instructional Program (1999-00)**

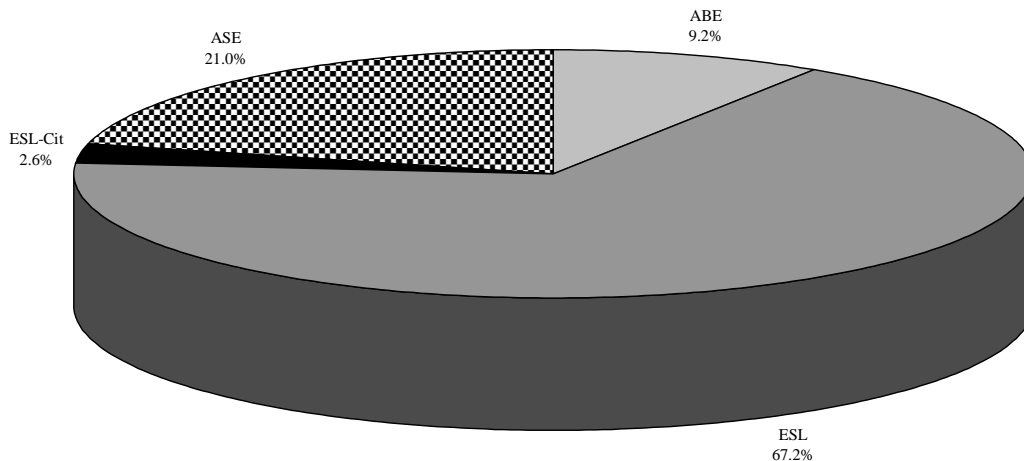
Instructional Program	Total Learners		No Update		< 12 Hours		Total Eligible	
	N		N	%	N	%	N	%
ABE	55,010		12,865	23.4	8,370	15.2	33,775	61.4
ESL	352,985		56,225	15.9	50,174	14.2	246,586	69.9
ESL-Citizenship	14,034		2,715	19.3	1,953	13.9	9,366	66.8
ASE	113,949		17,474	15.3	19,356	17.0	77,119	67.7
<b>Total</b>	<b>535,978</b>		<b>89,279</b>	<b>16.7</b>	<b>79,853</b>	<b>14.9</b>	<b>366,846</b>	<b>68.4</b>

CASAS 2001

Of those eligible for a benchmark, the vast majority (67.2 percent) were ESL learners. The remaining learners were split between ASE (21 percent), ABE (9.2 percent), and ESL-Citizenship (2.6 percent). See Figure 6.2.

**Figure 6.2**

**Eligible Learners for Benchmarks by Instructional Program (1999-2000)**



CASAS 2001

Note: N = 366,846

ESL serves the majority of learners in all priorities except for 5, where the Priority is reserved solely for adult secondary education learners. The largest majority for ESL was within Priority 1 (91.7 percent), followed by Priority 4 (89.2 percent) and Priority 3 (80.7 percent). Overall, 45.6 percent of learners fell within Priority 3, with 21 percent in Priority 5 and 32 percent in Priority 1. See Table 6.3.

**Table 6.3**

**Eligible Learners for Benchmark by Priority by Instructional Program (1999-2000)**

Priority	<u>ABE</u>		<u>ESL</u>		<u>ESL-Cit</u>		<u>ASE</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>
1	6,121	5.2	107,534	91.7	3,584	3.1	--	--	117,239	32.0
2	646	40.9	847	53.7	85	5.4	--	--	1,578	0.4
3	26,832	16.0	134,931	80.7	5,476	3.3	--	--	167,239	45.6
4	176	4.8	3,274	89.2	221	6.0	--	--	3,671	1.0
5	--	--	--	--	--	--	77,119	100.0	77,119	21.0
<b>Total</b>	<b>33,775</b>	<b>--</b>	<b>246,586</b>	<b>--</b>	<b>9,366</b>	<b>--</b>	<b>77,119</b>	<b>--</b>	<b>366,846</b>	<b>100.0</b>

CASAS 2001

Note: For ABE, ESL, ESL-Citizenship and ASE above, the percentage column is the percentage within the given Priority. For the Total Column percentage, the percentage is the percentage of each Priority to the total for all priorities.

The proportions shift when the focus moves from the total number of learners within a given Priority to the total within a Priority with paired data. The reason for inclusion of this analysis is the achievement of the first two possible benchmarks, significant gain and two level movement, necessitate a matched pre- and post-test pair within a modality. This requirement is not necessary for the other two benchmarks, high school diploma and GED certificate, but that result should be most relevant to Priority 5. As an example, the proportion of learners in Priority 1 accounts for 32 percent of the total when looking at enrollment but 53.1 percent when looking only at learners with paired data. This shift is coupled with a commensurate decrease in priorities 3 (45.6 versus 35.4 percent) and Priority 5 (21 versus 9.8 percent).

Priority 1 had by far the highest percentage of eligible learners with paired data (58.6 percent). Priority 4 has the next highest proportion of learners with paired test data (42 percent), followed closely by Priority 2 (39.5 percent). The Priority with the lowest percentage of learners with matched test data is Priority 5 (16.4 percent). This is explainable by the fact that CDE does not require that this group test learners. Priority 3 had the second lowest proportion of learners with test data (27.4 percent). See Table 6.4.

**Table 6.4**

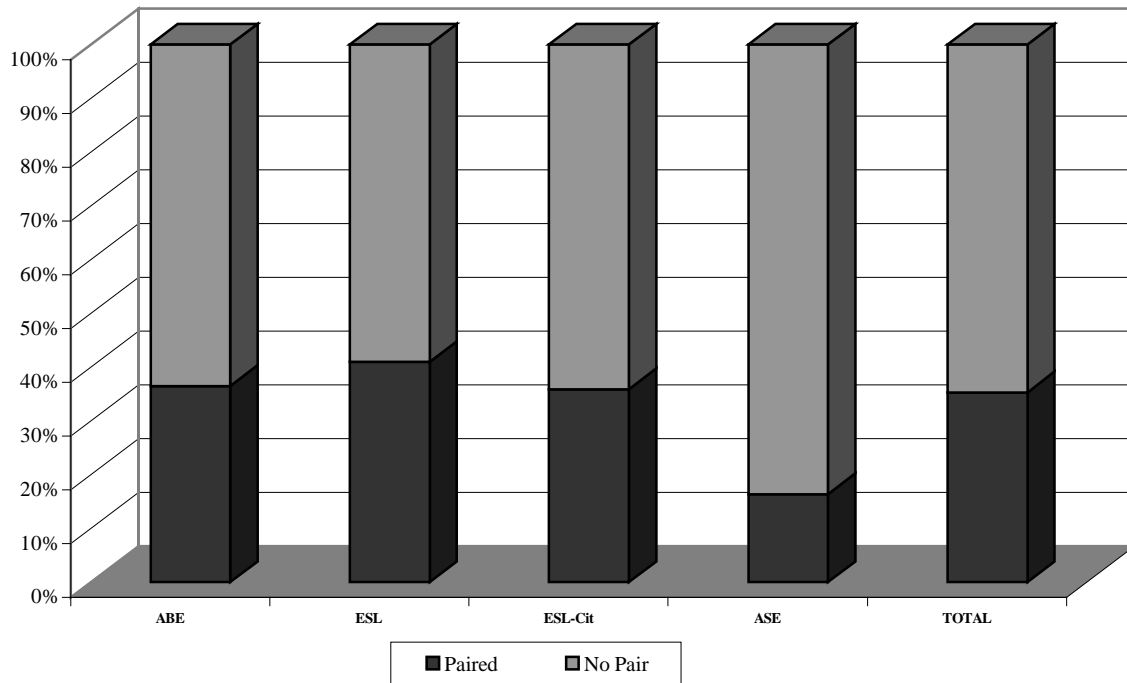
**Paired Test Data Within Priority (1999-2000)**

Priority	Total Eligible		Paired Data		% of Total Eligible With Paired Data
	N	%	N	%	
1	117,239	32.0	68,694	53.1	58.6
2	1,578	0.4	623	0.5	39.5
3	167,239	45.6	45,850	35.4	27.4
4	3,671	1.0	1,541	1.2	42.0
5	77,119	21.0	12,636	9.8	16.4
<b>Total</b>	<b>366,846</b>	<b>100.0</b>	<b>129,344</b>	<b>100.0</b>	<b>35.3</b>

*CASAS 2001*

The proportion of learners with matched test data also varied across instructional program. The instructional program with the largest share of matched test data was ESL (41 percent). ABE was second with 36.5 percent, followed by ESL-Citizenship (35.9 percent), and ASE (16.4 percent). The overall share of eligible benchmark learners with paired test data was 35.3 percent. See Figure 6.3.

**Figure 6.3**  
**Paired Data by Instructional Program (1999-00)**



CASAS 2001

Note: ABE  $N = 33,775$ ; ESL  $N = 246,586$ ; ESL-Cit  $N = 9,366$ ; ASE  $N = 77,119$

## BENCHMARK RESULTS

Table 6.5 below presents the aggregated benchmark report for California for 1999-00. As mentioned above, 366,846 learners were selected for inclusion in the aggregated report. Of this total, 129,344 or 35.3 percent had valid paired test data.

A total of 94,064 learners earned 116,973 benchmarks, for an average of 1.24 benchmarks per learner among those who earned at least one benchmark. Overall, 25.6 percent of the 366,846 eligible learners and 72.7 percent of the 129,344 learners with paired test data earned benchmarks.

Of the 116,973 benchmarks earned, 78,491 (67.1 percent) were significant gains, 19,794 (16.9 percent) were two level movements, 5,813 (5 percent) were GED acquisition, and 12,875 (11 percent) were high school diploma acquisition.

**Table 6.5**

### California Aggregated Benchmark Report (1999-00)

	Total # of Enrollees Overall	Total # of Enrollees with paired scores	Make a Significant Gain*		Complete Two Levels**		Receive a GED Certificate		Receive a High School Diploma	
			N	%	N	%	N	%	N	%
<b>Priority 1</b> (CASAS score 210 and below)							<b>Not Applicable</b>			
ABE	6,121	3,946	2,670	67.7	1,166	29.5				
ESL	107,534	62,632	39,813	63.6	16,266	26.0				
ESL-Citizenship	3,584	2,116	1,378	65.1	495	23.4				
Total	117,239	68,694	43,861	63.8	17,927	26.1				
<b>Priority 2-Workplace Education</b> (CASAS score 235 and below)										
ABE	646	164	98	59.8	22	13.4	46	7.1	9	1.4
ESL	847	432	247	57.2	75	17.4	8	0.9	28	3.3
ESL-Cit.	85	27	18	66.7	5	18.5	0	0.0	0	0.0
Total	1,578	623	363	58.3	102	16.4	54	3.4	37	2.3
<b>Priority 3</b> (CASAS score 211 and higher)										
ABE	26,832	8,190	4,845	59.2	472	5.8	460	1.7	534	2.0
ESL	134,931	36,573	22,308	61.0	517	1.4	970	0.7	3,215	2.4
ESL-Cit.	5,476	1,087	658	60.5	5	0.5	7	0.1	48	0.9
Total	167,239	45,850	27,811	60.7	994	2.2	1,437	0.9	3,797	2.3
<b>Priority 4-Family Literacy</b>										
ABE	176	41	22	53.7	6	14.6	0	0.0	2	1.1
ESL	3,274	1,370	833	60.8	224	16.4	7	0.2	72	2.2
ESL-Cit.	221	130	83	63.8	18	13.8	0	0.0	0	0.0
Total	3,671	1,541	938	60.9	248	16.1	7	0.2	74	2.0
<b>Priority 5-Adult Secondary Ed.</b>	77,119	12,636	5,518	43.7	523	4.1	4,315	5.6	8,967	11.6
<b>Overall Total</b>	<b>366,846</b>	<b>129,344</b>	<b>78,491</b>	<b>60.7</b>	<b>19,794</b>	<b>15.3</b>	<b>5,813</b>	<b>1.6</b>	<b>12,875</b>	<b>3.5</b>

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### Core Performance Indicators for California

Table 6.6 shows the core performance indicators for California for 1999-00. The first column shows the performance goals as outlined in the state plan. The second column demonstrates the actual results based on ABE 225/231 data for 1999-00. It should be noted that for ASE High the goal was attainment of a high school diploma or GED, whereas for the other levels it was completion of level at which a learner entered. As the data show, California met a number of its performance targets.

The two columns that follow show the percentages at the various ABE and ESL levels if the denominator only includes learners with pretest data, and then if the denominator only includes learners with pre- and post-test data. The reason for the inclusion of these percentages is that it is impossible for a learner to show a gain in the absence of test data, and thus learners without the test information are going to necessarily decrease the overall percentage of learners who achieve the given outcome of completion of a level.

Looking at the paired data column, the data show that California greatly exceeded expectations when we look only at learners who have paired data, and thus are in a position to complete a level. The final column of the table shows the performance goals for 2000-01. See Table 6.6.

**Table 6.6**

#### Core Performance Indicators for 1999-00 and 2000-01

Entering Educational Functioning Level	CA 1999-00 Performance Goal	CA 1999-00 Actual Performance	CA 1999-00 with Pretest Data	CA 1999-00 with Paired Data	CA 2000-01 Performance Goal
ABE Beginning Literacy	13%	13%	28%	46%	15%
ABE Beginning Basic	20%	17%	39%	61%	22%
ABE Intermediate Low	20%	18%	40%	70%	22%
ABE Intermediate High	22%	14%	17%	34%	24%
ASE Low	N/A	2%	11%	25%	14%
ASE High	12,000 *	13,282	10%	24%	8%
ESL Beginning Literacy	18%	13%	42%	80%	20%
ESL Beginning	21%	12%	32%	60%	22%
ESL Intermediate Low	22%	26%	32%	54%	24%
ESL Intermediate High	22%	29%	38%	65%	24%
ESL Advanced Low	18%	13%	15%	26%	20%
ESL Advanced High	N/A	18%	18%	47%	N/A
<b>Learner Education or Employment Goal</b>					
Entered Employment	14%	12%	N/A	N/A	9%
Retained Employment	18,000	27,303	N/A	N/A	11%
Entered Postsecondary	23,000	2,367	N/A	N/A	6%

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\* Earned high school diploma or GED certificate

The remainder of the chapter provides further analysis of the benchmark results across instructional program and Priority.

### Number of Benchmarks Earned

Learners have the opportunity to earn between one and three benchmarks. As discussed earlier, the exception to this rule is for Priority 1, where learners only have the opportunity to earn two benchmarks. To reiterate, for Priority 1 this is because acquisition of high school diploma or GED certificate are not deemed as plausible outcomes for learners at this level. See Table G.1 and G.2 of appendix G.

ESL had the highest proportion of learners earning at least one benchmark (26.7 percent), followed by ABE (25 percent), ESL-Citizenship (23.3 percent), and ASE (22.8 percent). ESL also had the highest percentage of learners earning more than one benchmark (7.5 percent), although it had only 58 learners earning three. ESL-Citizenship had a similar result with 5.7 percent earning two benchmarks but none earning three. Overall, only 227 (0.2 percent) out of the 94,064 learners who earned at least one benchmark earned the maximum of three. An additional 22,455 (23.9 percent) did earn two benchmarks, although the majority earned one (75.9 percent).

Overall, 19.5 percent earned one benchmark, 6.1 percent earned two, 0.01 percent earned three, and the remaining 74.3 percent did not earn any. See Table 6.7.

**Table 6.7**

#### Number of Benchmarks Earned by Instructional Program (1999-00)

Benchmarks	ABE		ESL		ESL-Cit		ASE		Total	
	N	%	N	%	N	%	N	%	N	%
None	25,340	75.0	180,666	73.3	7,182	76.7	59,594	77.2	272,782	74.3
1	6,555	19.4	47,315	19.2	1,653	17.6	15,859	20.6	71,382	19.5
2	1,843	5.5	18,547	7.5	531	5.7	1,534	2.0	22,455	6.1
3	37	0.1	58	0.0	0	0.0	132	0.2	227	0.1
<b>Total</b>	<b>33,775</b>	<b>100.0</b>	<b>246,586</b>	<b>100.0</b>	<b>9,366</b>	<b>100.0</b>	<b>77,119</b>	<b>100.0</b>	<b>366,846</b>	<b>100.0</b>

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The number of benchmarks earned also varied across Priority. Priority 1 had by far the highest share of learners earning at least one benchmark (37.4 percent). Among the other four priorities, Priority 2 (27.6 percent) had the highest proportion with at least one benchmark, followed by Priority 4 (26.6 percent) and Priority 5 (22.8 percent). Priority 3 has the highest percentage of learners with no benchmarks earned (81.3 percent), although it should be remembered that this Priority included the largest proportion with no paired test data. Priority 1 also had the highest proportion of learners with two or more benchmarks 15.3 percent, followed by Priority 4 (7.7 percent) and Priority 2 (7.2 percent). See Table 6.8.

**Table 6.8**

**Number of Benchmarks Earned by Priority (1999-00)**

<b>Benchmarks</b>	<b>Priority 1</b>		<b>Priority 2</b>		<b>Priority 3</b>		<b>Priority 4</b>		<b>Priority 5</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
None	73,365	62.6	1,142	72.4	135,985	81.3	2,696	73.4	59,594	77.2
1	25,960	22.1	322	20.4	28,547	17.1	694	18.9	15,859	20.6
2	17,914	15.3	108	6.8	2,629	1.6	270	7.4	1,534	2.0
3	0	0.0	6	0.4	78	0.0	11	0.3	132	0.2
<b>Total</b>	<b>117,239</b>	<b>100.0</b>	<b>1,578</b>	<b>100.0</b>	<b>167,239</b>	<b>100.0</b>	<b>3,671</b>	<b>100.0</b>	<b>77,119</b>	<b>100.0</b>

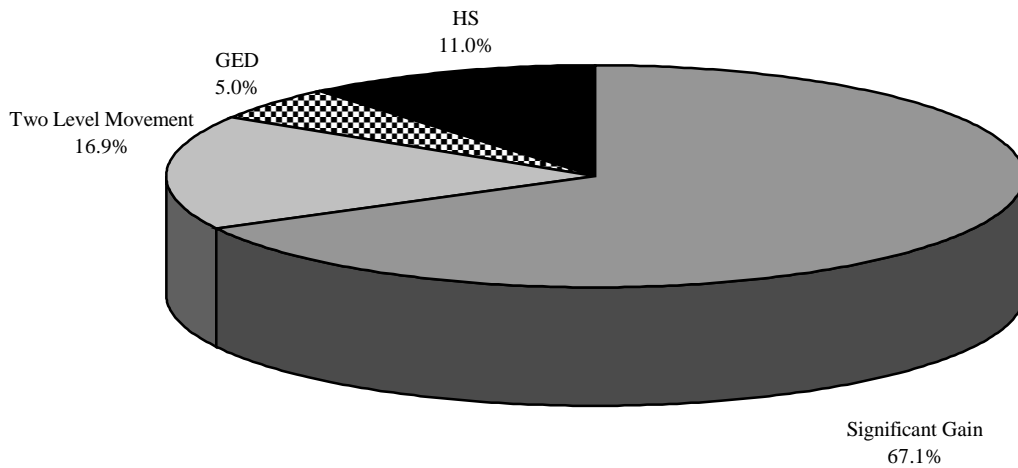
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### Benchmark Categories

There are four obtainable benchmarks included in the California Benchmark Report, as defined in the underlying logic section of this chapter. The vast majority of learners earning benchmarks did so in the significant gain category (67.1 percent). Two level movement is a subset of significant gain, and accounted for an additional 16.9 percent of the total. High School (11 percent) and GED (5 percent) combined for the remaining 16 percent. See Figure 6.4.

**Figure 6.4**

**Type of Benchmark Earned (1999-00)**



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Note:  $N = 116,973$

The share of benchmarks earned within the four categories varied significantly across instructional program. Mainly, the differences were in ASE, where only 28.6 percent of benchmarks were significant gains, only 2.7 percent two level movements, with the remaining 68.7 either a high school diploma or GED certificate. These latter two were substantially above the overall averages for the other two instructional programs. ESL-Citizenship had the highest proportion of learners out of the total earning benchmarks demonstrating a significant gain (78.6 percent), and the second highest percentage with a two level movement (19.3 percent). ESL had the highest proportion with a two level movement (20.2 percent) and the second highest with significant gains (74.7 percent). ABE had 10.2 percent earning either a GED or high school diploma, second to ASE. See Table 6.9.

**Table 6.9**

**Type of Benchmark by Instructional Program (1999-00)**

<b>Benchmarks</b>	<b>ABE</b>		<b>ESL</b>		<b>ESL-Cit</b>		<b>ASE</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Significant Gain	7,635	73.7	63,201	74.7	2,137	78.6	5,518	28.6	78,491	67.1
Two Level Movement	1,666	16.1	17,082	20.2	523	19.3	523	2.7	19,794	16.9
GED Certificate	506	4.9	985	1.2	7	0.3	4,315	22.3	5,813	5.0
High School Diploma	545	5.3	3,315	3.9	48	1.8	8,967	46.4	12,875	11.0
<b>Total</b>	<b>10,352</b>	<b>100.0</b>	<b>84,583</b>	<b>100.0</b>	<b>2,715</b>	<b>100.0</b>	<b>19,323</b>	<b>100.0</b>	<b>116,973</b>	<b>100.0</b>

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As expected, Priority 5 had the largest proportion of benchmarks earned within the high school diploma or GED category (68.7 percent). The other four priorities had the majority of their benchmarks earned in the significant gain category. Priority 1 had the largest proportion of benchmarks earned by a two level movement (29 percent), followed by Priority 4 (19.6 percent), and Priority 2 (18.3 percent). Besides Priority 5, priorities 2 (16.4 percent) and 3 (15.4 percent) had the highest proportion of benchmarks earned by GED or high school diploma acquisition. See Table 6.10.

**Table 6.10**

**Type of Benchmark by Priority (1999-00)**

<b>Benchmarks</b>	<b>Priority 1</b>		<b>Priority 2</b>		<b>Priority 3</b>		<b>Priority 4</b>		<b>Priority 5</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Significant Gain	43,861	71.0	363	65.3	27,811	81.7	938	74.0	5,518	28.6
Two Level Movement	17,927	29.0	102	18.3	994	2.9	248	19.6	523	2.7
GED Certificate	0	0.0	54	9.7	1,437	4.2	7	0.6	4,315	22.3
High School Diploma	0	0.0	37	6.7	3,797	11.2	74	5.8	8,967	46.4
<b>Total</b>	<b>61,788</b>	<b>100.0</b>	<b>556</b>	<b>100.0</b>	<b>34,039</b>	<b>100.0</b>	<b>1,267</b>	<b>100.0</b>	<b>19,323</b>	<b>100.0</b>

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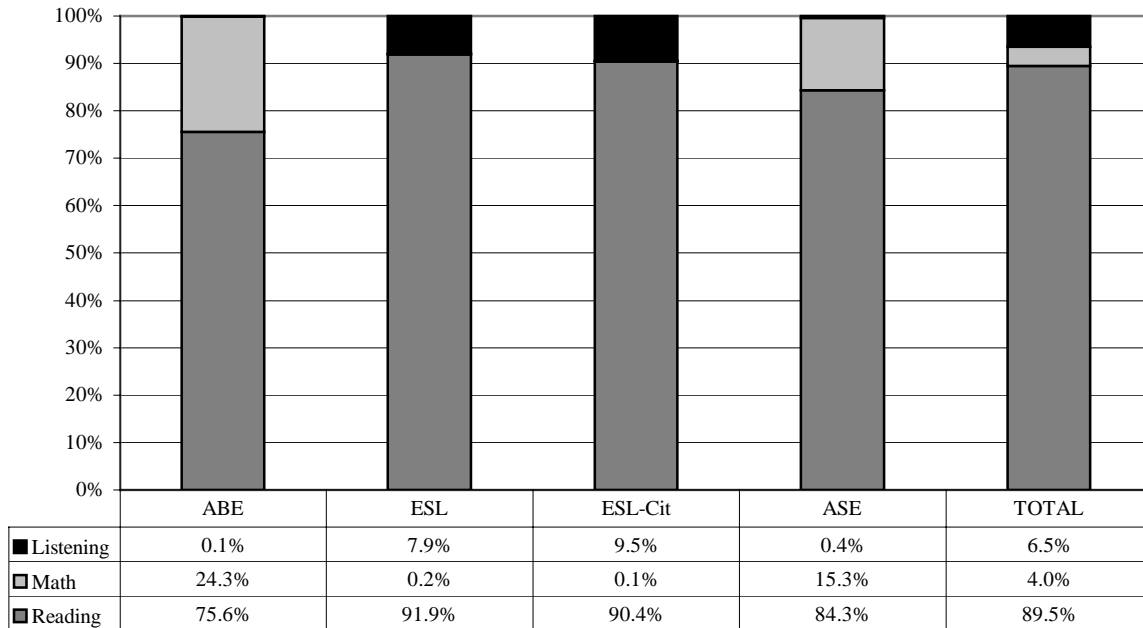
### Modality of Paired Test Data

The three modalities eligible for inclusion in the benchmark report for 1999-00 were reading, math, and listening. If a learner had paired test data for more than one modality, the one with the lowest pretest score on the CASAS scale was chosen. ABE learners were, in most cases, given a reading test, a math test, or both. ESL and ESL-Citizenship learners were given a reading test, a listening test, or both. CDE did not mandate that adult secondary learners test. In some cases, learners in one of the instructional programs were given a test outside the normal conventions, thus leading to small percentages of ABE learners with listening tests, and ESL learners with math tests.

ESL (91.9 percent) and ESL-Citizenship (90.4 percent) had the highest proportion of learners with reading tests as their selected modality. ABE (24.3 percent) and ASE (15.3 percent) had the highest proportions with math as the selected modality, and ESL and ESL-Citizenship had the highest proportions for listening (7.9 and 9.5 percent, respectively). See Figure 6.5.

**Figure 6.5**

**Modality by Instructional Program (1999-2000)**



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An examination of modality across Priority, shows that more than 90 percent of learners were in reading except for priorities 3 (89.7 percent) and Priority 5 (84.3 percent). Priority 5 has the largest proportion of learners with math test selected (15.3 percent), followed by Priority 2 (5.5 percent), and Priority 3 (4.4 percent). Priority 1 (8.1 percent) has the highest share of selected tests in listening, with 5.9 percent in Priority 3 and 5.3 percent in Priority 4. See Table 6.11.

**Table 6.11**

**Modality by Priority (1999-00)**

<b>Priority</b>	<b><u>Priority 1</u></b>		<b><u>Priority 2</u></b>		<b><u>Priority 3</u></b>		<b><u>Priority 4</u></b>		<b><u>Priority 5</u></b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Reading	61,957	90.2	583	93.9	41,087	89.7	1,458	94.6	10,641	84.3
Math	1,158	1.7	34	5.5	2,023	4.4	2	0.1	1,936	15.3
Listening	5,579	8.1	4	0.6	2,687	5.9	81	5.3	56	0.4
<b>Total</b>	<b>68,694</b>	<b>100.0</b>	<b>621</b>	<b>100.0</b>	<b>45,797</b>	<b>100.0</b>	<b>1,541</b>	<b>100.0</b>	<b>12,633</b>	<b>100.0</b>

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## 7 INSTRUCTIONAL SETTING AND FOCUS

*Chapter 7 provides information about program services in California's ABE 231/225 programs. Class questionnaire data were collected from a sample of classes from local ABE 231/225 programs – school district adult schools, community college districts, community-based organizations, and library literacy programs during the program year from July 1, 1999 to June 30, 2000. Program service information includes the time of day classes met, the number of learners in each class, the number of hours the class met each week, classroom support, the emphasis of classroom instruction, primary instructional setting, and primary physical setting.*

### **Data Highlights**

- 6,727 instructional questionnaires were received from ABE 225/231 programs with the vast majority in adult schools (70.4 percent) and community college districts (19.1 percent).
- An majority of classes (44.2 percent) were held in the morning, followed by evening (40.8 percent) and afternoon (15 percent) classes.
- ABE 231/225 classes averaged 24.6 learners.
- 22.9 percent of classes offered a teacher's aide or tutor at least once a week, although CYA and CDC offered this assistance to 75.7 and 64.8 percent, respectively.
- Over one-third of classes had computers as a tool in the classroom.
- The majority of classes that used computers used them in a lab setting (54.7 percent), with 35.7 percent in the class, and 9.6 percent using both.
- Overall, 41.7 percent of classes with computers also had Internet access.
- Life skills was the major content emphasis of instruction in 74.4 percent of classrooms, followed by study skills (41 percent) and workforce literacy (35.3 percent).
- Reading, listening and speaking were emphasized subjects in more than 70 percent of classes, with grammar (52 percent) and writing (61.7 percent) also receiving emphasis.
- Adult schools were the predominant setting for 55.5 percent of all classes, mainly for adult school, and community colleges for CCDs.

### **PROGRAM SERVICES**

CASAS received classroom questionnaire data from 6,727 instructors in nine of the ten program provider types. County office of education run jail programs and local agency jail programs have been combined for this chapter (COE/Jails). The California Department of Developmental Services did not return any instructional questionnaires and it is thus excluded from the analysis that follows. A copy of the instructional questionnaire is included in appendix B.

### Provider Type Response

Adult schools provided the majority of class questionnaires for 1999-00 (70.4 percent), which moderately underrepresents their proportion of the total learner data (84.4 percent). Community college districts (19.1 percent) and the California Department of Corrections (7.5 percent) also provided proportionally large numbers of questionnaires, although in their case it slightly overrepresents their proportion of the total learner data. Community-based organizations (0.5 percent) were inline with their overall proportionality, while county offices of education and jails were slight underrepresented (0.6 versus 1.4 percent), as was CYA (0.6 versus 1). Library literacy programs (0.8 versus 0.2 percent) and CCC (0.4 versus 0.2) had moderately higher representation, though none of these variations should have any significant effect on the results. See Table 7.1.

**Table 7.1**

#### **Instructional Questionnaire Response by Provider Type (1999-00)**

Provider Type	Questionnaires		
	Received	%	% of Data
ADT	4,745	70.4	84.4
CBO	31	0.5	0.4
CCD	1,284	19.1	9.5
COE/Jail	41	0.6	1.4
Lib. Lit.	51	0.8	0.2
CCC	33	0.5	0.2
CDC	505	7.5	2.9
CYA	37	0.6	1.0
<b>Total</b>	<b>6,727</b>	<b>100.0</b>	<b>100.0</b>

*CASAS 2001*

### Time of Day Class Met

The majority of ABE 225/231 classes were held in the morning (44.2 percent) or evening (40.8 percent). CDC and CYA classes had the highest rates of morning classes (93.2 and 90.9 percent, respectively), while CCC (86.2 percent), community college districts (46 percent), and adult schools (44.2 percent) held the majority of evening classes. Library literacy had the highest percentage of classes in the afternoon (39.6 percent) and the third lowest percentage in the evening (14.6 percent). CDC and CYA had very few evening classes for obvious reasons. See Table 7.2.

**Table 7.2**

#### **Time of Day Classes Were Held by Provider Type (1999-00)**

	<b>Morning</b>	<b>Afternoon</b>	<b>Evening</b>
ADT	40.8%	15.0%	44.2%
CBO	38.4%	30.8%	30.8%
CCD	37.3%	16.7%	46.0%
COE/Jails	50.0%	35.3%	14.7%
Lib. Lit.	45.8%	39.6%	14.6%
CCC	3.5%	10.3%	86.2%
CDC	93.2%	6.8%	0.0%
CYA	90.9%	6.1%	3.0%
<b>Total</b>	<b>44.2%</b>	<b>15.0%</b>	<b>40.8%</b>

CASAS 2001

Note: N = 6,567

### **Class Size**

Class size was defined as the number of learners in the class at “*present*”. Among the 6,727 questionnaires, 5,921 provided class-size information. Overall, classes averaged 24.6 learners, a moderate increase from the 22 learners for 1998-99, and the 21 learners for 1997-98.

Within provider type, the California Youth Authority had the highest average class size, 31.1 learners, followed by CDC (26.3), adult schools (24.9), and community college districts (23.8). Community-based organizations and library literacy programs (10.7 learners each) had the lowest class size, followed by jails and county offices of education (12.5). See Table 7.3.

**Table 7.3**

#### **Class Size by Provider Type (1999-00)**

<b>Provider Type</b>	<b>Mean Class Size</b>	<b>N</b>
ADT	24.9	4,542
CBO	10.7	29
CCD	23.8	706
COE/Jails	12.5	35
Lib. Lit.	10.7	49
CCC	19.4	30
CDC	26.3	495
CYA	31.1	35
<b>Overall</b>	<b>24.6</b>	<b>5,921</b>

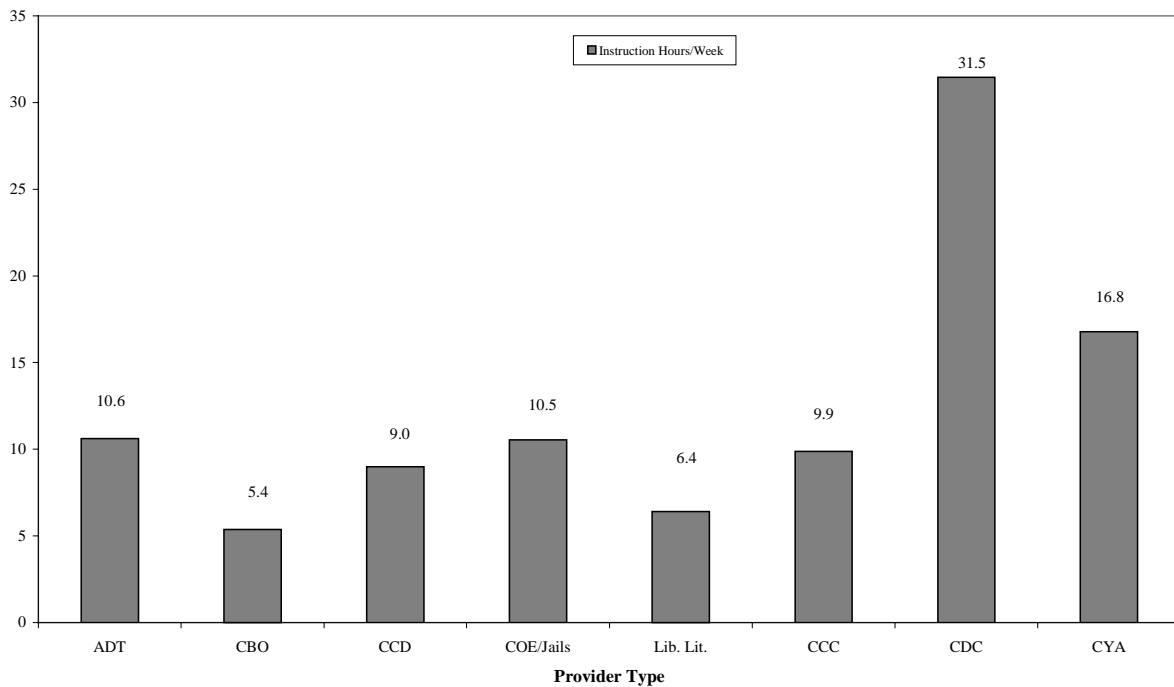
*CASAS 2001*

### Weekly Hours of Instruction

The average hours of weekly instruction were 11.9 for the population overall. CDC had substantially more weekly hours of instruction (31.5) than the other provider types, followed by CYA (16.8 hours), adult schools (10.6 hours), and COE/Jails (10.5 hours). CBOs had on average the fewest weekly hours of instruction per class with 5.4, followed by library literacy programs (6.4 hours), where one-on-one tutoring is the normal method. However, although CBOs and library literacy programs offered the lowest average hours of instruction per week, this was offset by the fact that they had the lowest learner-teacher ratios. See Figure 7.1 below.

**Figure 7.1**

**Average Hours of Weekly Instruction by Provider Type (1999-00)**



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Notes: ADT  $N = 4,703$ ; CBO  $N = 30$ ; CCD  $N = 1,272$ ; COE/Jails  $N = 35$ ; Lib. Lit.  $N = 51$ ; CCC  $N = 31$ ; CDC  $N = 501$ ; CYA  $N = 36$ .

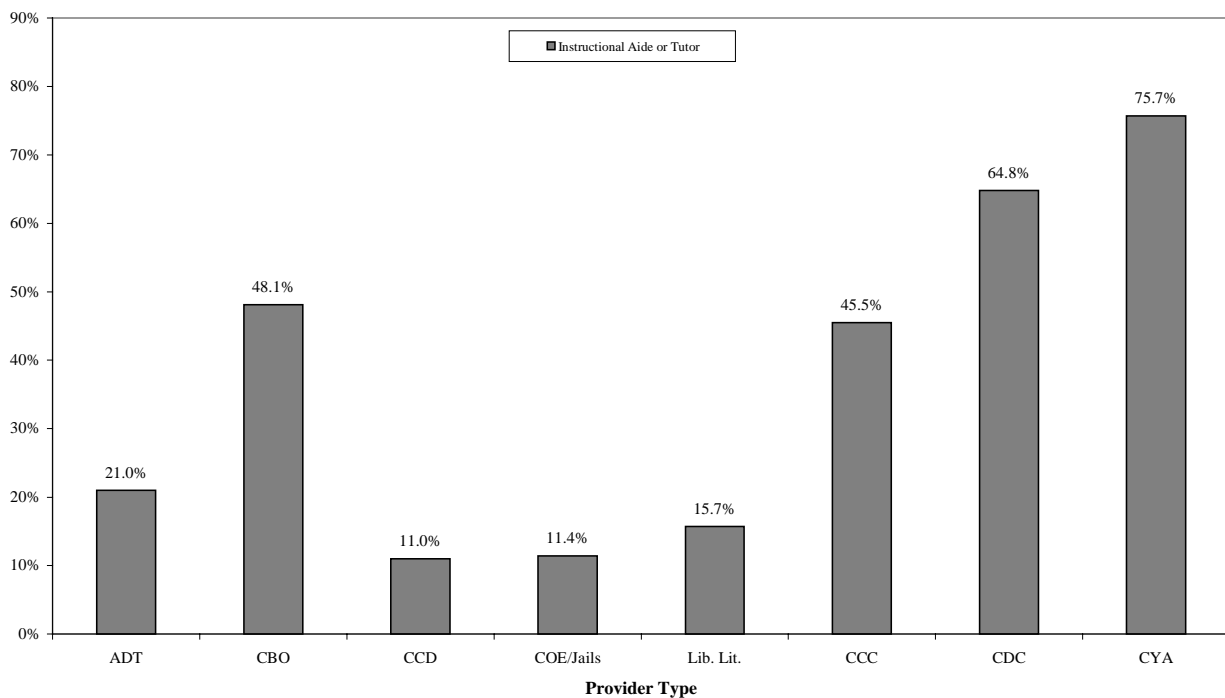
## Classroom Support

Instructors also provided information regarding instructional support and the use of technology in the classroom. Instructional support is defined as the availability of a teacher's aide or tutor to the class at least once a week. Instructional technology is defined as learners having computers as part of the classroom experience. Instructors also provided information regarding Internet usage.

Overall, only 22.9 percent of all ABE 231/225 learners attended classes that had the assistance of instructional aides or tutors. This is similar to the 22.4 percent last year, though a decrease from the 1997-98 figure of more than 30 percent. Among provider types, state agency learners had the largest proportion of classes with some instructional assistance (CYA 75.7 percent; CDC 64.8 percent; and CCC 45.5 percent). Community-based organizations also had a relatively high proportion of classes with teachers' aides or tutors (48.1 percent), while community college districts (11 percent) and COE/Jails (11.4 percent) rarely provided this assistance. Adult schools were close to the average, with 21 percent of classes providing this service. See Figure 7.2.

**Figure 7.2**

### Instructional Aide/ Tutor by Provider Type (1999-00)



CASAS 2001

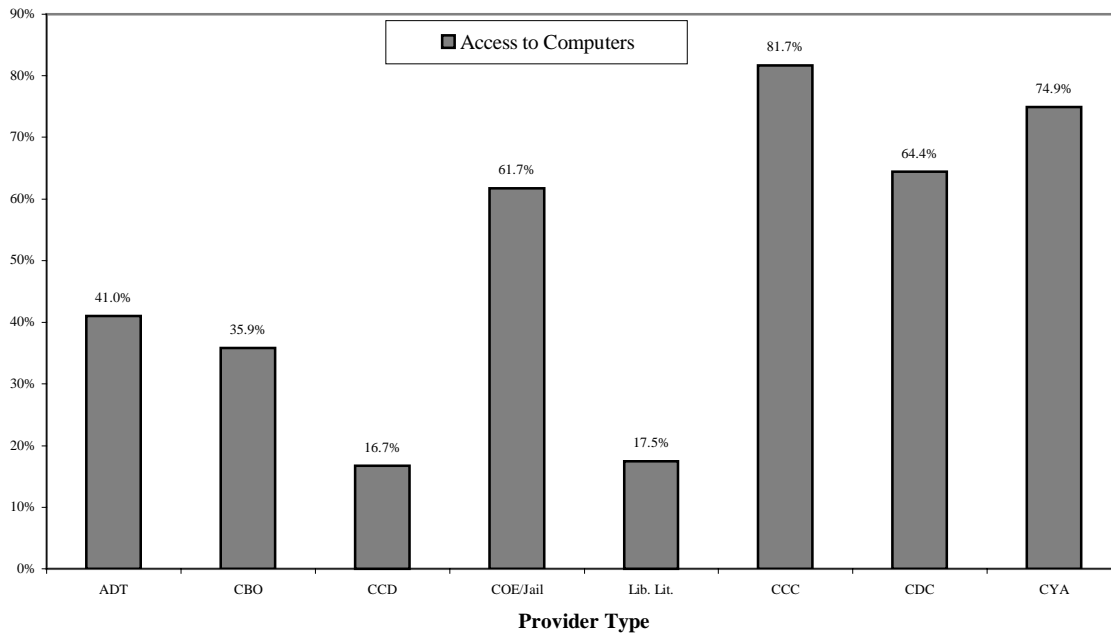
Notes: ADT  $N = 4,685$ ; CBO  $N = 27$ ; CCD  $N = 1264$ ; COE/Jails  $N = 35$ ; Liblit.  $N = 51$ ; CCC  $N = 33$ ; CDC  $N = 503$ ; CYA  $N = 37$ .

More than one-third (38.4 percent) of all ABE 231/225 learners had access to computers for at least a part of their class learning experience. This figure represents an increase from 1998-99, when 35.9 percent had access to computers. Among those using computers as part of their class, 41.7 percent reported having access to the Internet, a jump of 10 percent from the 37.9 percent of 1998-99.

Across provider type, the state agencies again showed the highest proportions with computer usage in the classroom. Specifically, CCC had 81.7 percent of classes with some computer use, CDC had 64.4 percent, and CYA 74.9 percent. County offices of education and jails (61.7 percent) also availed learners with computers to a large extent. Community college districts (16.7 percent) and library literacy programs (17.5 percent), on the other hand, did not have substantial computer use in the classroom. Adult school and community-based organizations had moderate computer accessibility (41 and 35.9 percent, respectively). See Figure 7.3.

**Figure 7.3**

**Access to Computers by Provider Type (1999-00)**



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Notes: ADT  $N = 4,561$ ; CBO  $N = 25$ ; CCD  $N = 1,259$ ; COE/Jails  $N = 34$ ; Liblit  $N = 51$ ; CCC  $N = 33$ ; CDC  $N = 502$ ; CYA  $N = 36$ .

For 1999-00, a further distinction was made between use of computers in class, in lab, or in both settings. Overall, 13.7 percent of classes used computer in class solely, 21 percent in a computer lab only, and 3.7 percent in both settings – taking in account the 61.6 percent that did not report computer use at all.

Among those who did have computers available, the majority used labs as the predominant setting (54.7 percent). In-class use was second with 35.7 percent of classes while 9.6 used both settings. Library literacy had the highest percentage of in class computer use (100 percent), followed by CYA (88.9 percent), CDC (66 percent), and COE/Jails (61.9 percent). Adult schools (63.7 percent) had the highest proportion of computer lab use, followed by community college districts (34 percent) and CBOs (33.3 percent). CBOs also had the second highest percentage using both in-class and lab computers (44.4 percent), behind CCC (55.6 percent). See Table 7.4.

**Table 7.4**

**Computer Use by Category (1999-00)**

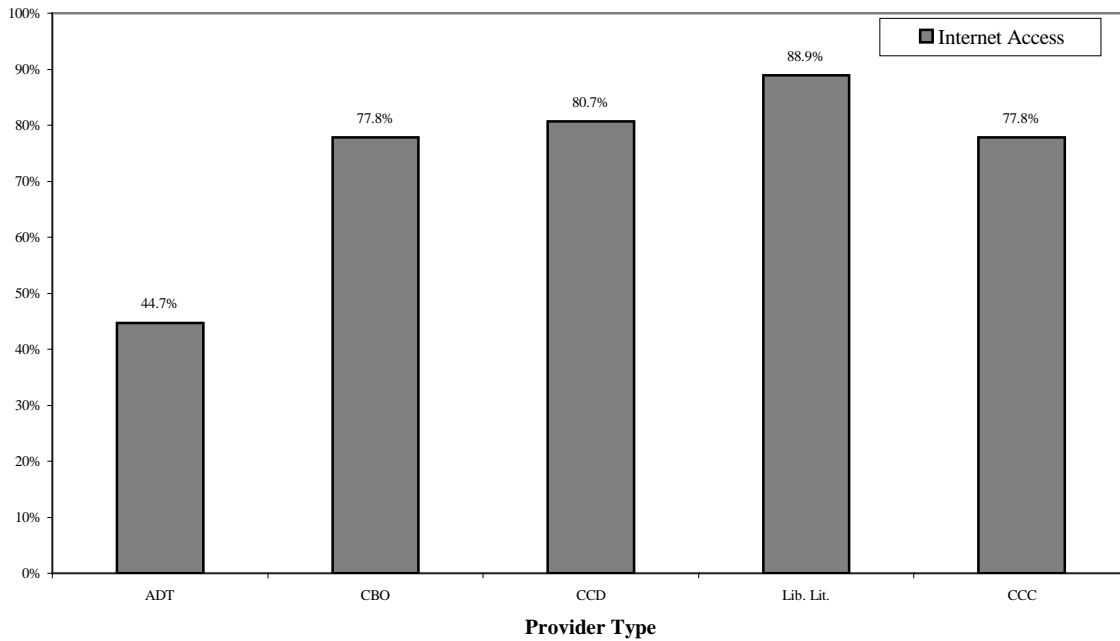
<b>Provider Type</b>	<b>N</b>	<b>In Class (%)</b>	<b>In Lab (%)</b>	<b>Both (%)</b>
ADT	1,870	28.8	63.7	7.5
CBO	9	22.2	33.3	44.5
CCD	212	40.6	34.0	25.4
COE/Jail	21	61.9	9.5	28.6
Lib. Lit.	9	100.0	0.0	0.0
CCC	27	18.5	25.9	55.6
CDC	324	66.0	27.8	6.2
CYA	27	88.9	7.4	3.7
<b>Total</b>	<b>2,499</b>	<b>35.7</b>	<b>54.7</b>	<b>9.6</b>

*CASAS 2001*

Library literacy programs reported the highest percentage of classes with computers using the Internet in the course of instruction (88.9 percent). California Conservation Corps (77.8 percent), community college districts (80.7 percent), and CBOs (77.8 percent) also reported a high percentage of classes having access. Adult schools had close to half (44.7 percent) of classes with computers wired to the Internet, almost double the 29.2 percent from 1998-99. Community college districts also had substantially higher proportions with Internet access (47.1 percent for 1998-99). COE/Jails, CDC, and CYA had no access to the Internet in any of their classes. See Figure 7.4.

**Figure 7.4**

**Internet Access by Provider Type (1999-00)**



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Notes: ADT  $N = 1,848$ ; CBO  $N = 9$ ; CCD  $N = 212$ ; Lib. Lit.  $N = 9$ ; CCC  $N = 27$ .

### Emphasis of Classroom Instruction

Instructors also provided information on classroom emphasis in the areas of content and subject on the instructional questionnaire.

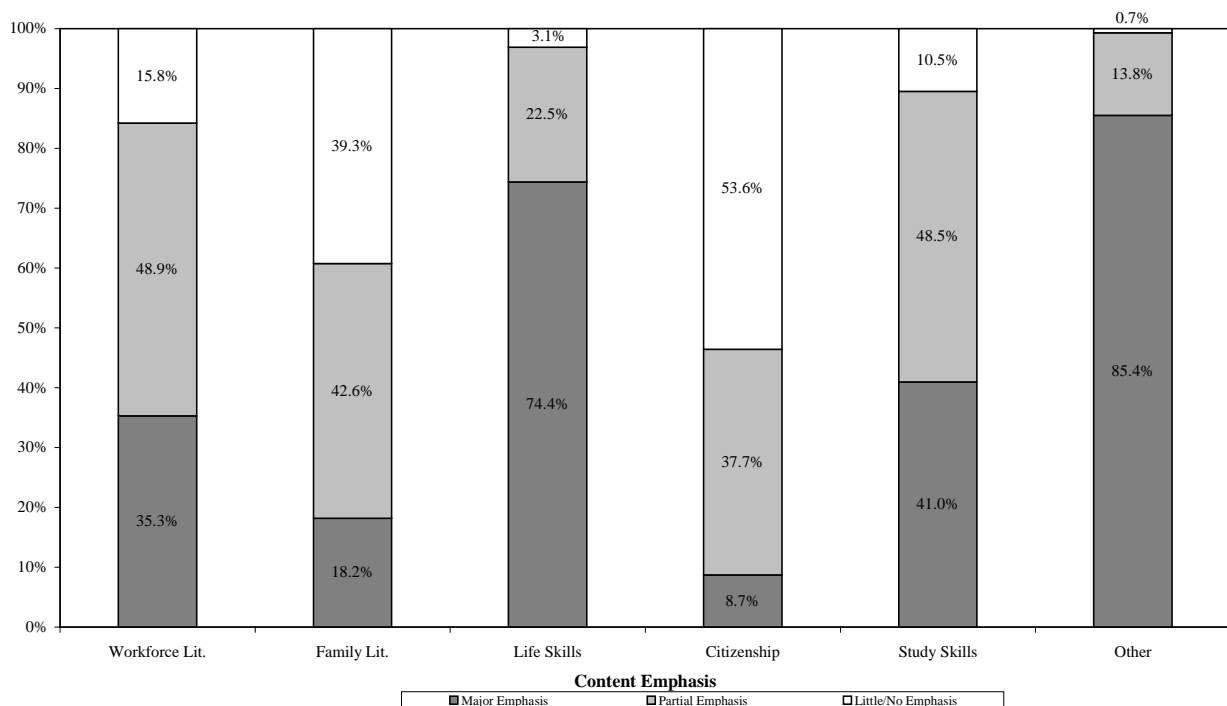
### Content Emphasis

Instructors were asked to rate the emphasis placed on each of five content areas during the instructional period. The content areas included were as follows: Employability/Workforce Literacy, Family Literacy, General Life Skills, Citizenship, and Learning to Learn/Study Skills. The high proportion of classes that cited other (85.4 percent) as a major emphasis indicates that modification to the currently included list may be necessary.

Among the five included content areas, instructors cited life skills (74.4 percent) as the major emphasis area. Instructors also included workforce literacy (35.3 percent major; 48.9 percent partial), study skills (41 percent major; 48.5 percent partial), and citizenship (8.7 percent major; 37.7 percent partial) as important areas of emphasis. See Figure 7.5.

**Figure 7.5**

**Content Emphasis (1999-00)**



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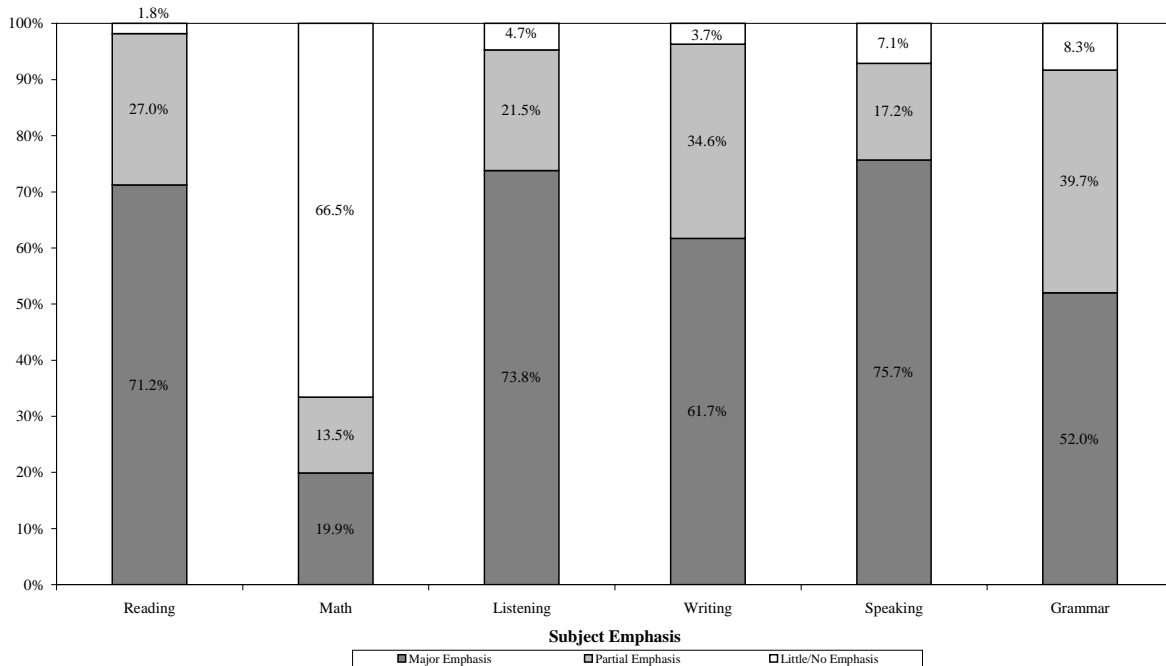
Notes: Workforce Lit.  $N = 5,389$ ; Family Lit.  $N = 4,968$ ; Life Skills  $N = 6,258$ ; Citizenship  $N = 5,097$ ; Study Skills  $N = 5,870$ ; Other  $N = 686$ .

### Subject Emphasis

Teachers tended to put relatively equal emphasis on reading (71.2 percent major), listening (73.8 percent), and speaking (75.7 percent), with substantial emphasis also given to writing (61.7 percent). Grammar also received moderate attention (52 percent major and 39.7 percent partial) while math received little attention (19.9 percent major; 13.5 percent partial). See Figure 7.6.

**Figure 7.6**

**Subject Emphasis (1999-00)**



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Notes: Reading Lit.  $\underline{N}$  = 6,226; Math  $\underline{N}$  = 5,611; Listen  $\underline{N}$  = 6,187; Writing  $\underline{N}$  = 6,259; Speaking  $\underline{N}$  = 6,298; Grammar  $\underline{N}$  = 6129.

### Emphasis by Provider Type

Table 7.5 looks at the proportions of each content area that were cited as being give major emphasis. This is further broken down by provider type to show the content areas that were important to the largest percentage of classes. The way to interpret the percentages in the table are the proportion of major emphasis given to each content or subject area within each provider type. For example, the 5.4 percent cell at the intersection of workforce literacy and adult schools indicates that 5.4 percent of the total content area marked with major emphasis across classes was within workforce literacy.

Adult schools, library literacy programs, the California Department of Corrections, and community college districts put the major emphasis on life skills and study skills. CCC and CYA, on the other hand, focus instruction primarily on study skills and other skills, eschewing life skills. CBOs, adult schools, and library literacy programs also gave citizenship content major emphasis. See Table 7.5.

**Table 7.5**

#### Major Content Emphasis by Provider Type (1999-00)

Content Emphasis	Adult Schools		CBO		CCD		COE/Jails		Library Literacy	
	N	%	N	%	N	%	N	%	N	%
Workforce Lit.	239	5.4	2	6.7	46	3.7	3	9.1	1	2.0
Family Lit.	103	2.3	0	0.0	17	1.4	0	0.0	0	0.0
Life Skills	1,849	42.2	5	16.7	721	58.4	12	36.3	26	51.0
Citizenship	185	4.2	9	30.0	41	3.3	3	9.1	4	7.8
Study Skills	1,590	36.3	13	43.3	336	27.2	6	18.2	16	31.4
Other	420	9.6	1	3.3	74	6.0	9	27.3	4	7.8
<b>Total</b>	<b>4,386</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>	<b>1,235</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>

Content Emphasis	CCC		CDC		CYA		Total	
	N	%	N	%	N	%	N	%
Workforce Lit.	5	16.1	17	3.8	1	3.3	314	5.0
Family Lit.	0	0.0	7	1.5	0	0.0	127	2.0
Life Skills	1	3.3	154	34.0	1	3.3	2,769	44.3
Citizenship	0	0.0	9	2.0	0	0.0	251	4.1
Study Skills	20	64.5	203	44.8	18	60.0	2,202	35.2
Other	5	16.1	63	13.9	10	33.4	586	9.4
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>453</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>	<b>6,249</b>	<b>100.0</b>

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**Primary Instructional Setting**

The vast majority of ABE 231/225 programs were conducted within a classroom setting (85.6 percent), followed by learning labs (5.7 percent), learning centers (4.3 percent), and a combination of settings (2.3 percent). CBOs had the highest proportion of classes in learning centers (33.3 percent) and library literacy programs the highest proportion in tutoring environments (58.8 percent). See Table 7.6.

**Table 7.6**

**Primary Instructional Setting by Provider Type (1999-00)**

Instructional Setting	Adult Schools		CBO		CCD		COE/Jails		Library Literacy	
	N	%	N	%	N	%	N	%	N	%
Learning Center	191	4.1	10	33.3	58	4.6	3	9.7	10	19.6
Classroom	4,000	85.3	17	56.7	1,113	88.4	22	70.9	10	19.6
Distance Learning	90	1.9	0	0.0	2	0.2	0	0.0	0	0.0
Tutorial Only	14	0.3	2	6.7	0	0.0	0	0.0	30	58.8
Learning Lab	303	6.5	0	0.0	48	3.8	3	9.7	0	0.0
Combination	89	1.9	1	3.3	38	3.0	3	9.7	1	2.0
<b>Total</b>	<b>4,687</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>	<b>1,259</b>	<b>100.0</b>	<b>31</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>

Instructional Setting	CCC		CDC		CYA		Total	
	N	%	N	%	N	%	N	%
Learning Center	3	9.1	10	2.0	0	0.0	285	4.3
Classroom	18	54.5	461	91.8	31	83.8	5,672	85.6
Distance Learning	0	0.0	1	0.2	0	0.0	93	1.4
Tutorial Only	0	0.0	0	0.0	0	0.0	46	0.7
Learning Lab	3	9.1	20	4.0	4	10.8	381	5.7
Combination	9	27.3	10	2.0	2	5.4	153	2.3
<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>502</b>	<b>100.0</b>	<b>37</b>	<b>100.0</b>	<b>6,630</b>	<b>100.0</b>

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### Primary Physical Setting

As would be expected, the majority of classes were held on site for adult schools (73.7 percent) and community college districts (61.3 percent). The proportion of community college district classes that were held in adult education settings decreased precipitously from 1998-99 (16 versus 42.5 percent), although it was still above 1997-98 (4.6 percent). COE/Jails, CDCs, and CYAs were not surprisingly held predominantly in correctional institutions, although the California Youth Authority did have 43.2 percent of its classes in high schools. See Table 7.7 for classroom setting for all instructional programs.

**Table 7.7**

#### Primary Physical Setting by Provider Type (1999-00)

Physical Setting	Adult Schools		CBO		CCD		COE/Jails		Library Literacy	
	N	%	N	%	N	%	N	%	N	%
Adult School	3,469	73.7	1	3.3	202	16.0	0	0.0	0	0.0
Elementary School	402	8.6	2	6.7	99	7.8	0	0.0	0	0.0
High School	388	8.3	0	0.0	113	8.9	0	0.0	0	0.0
Community College	0	0.0	0	0.0	774	61.3	0	0.0	0	0.0
Correctional Inst.	52	1.1	0	0.0	0	0.0	37	90.2	1	2.0
Library	5	0.1	0	0.0	0	0.0	0	0.0	45	90.0
Work Site	12	0.3	2	6.7	0	0.0	0	0.0	1	2.0
CBO	69	1.5	25	83.3	6	0.5	3	7.3	1	2.0
Home	18	0.4	0	0.0	0	0.0	0	0.0	2	4.0
Other	283	6.0	0	0.0	69	5.5	1	2.5	0	0.0
<b>Total</b>	<b>4,698</b>	<b>100.0</b>	<b>30</b>	<b>100.0</b>	<b>1,263</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>

Physical Setting	CCC		CDC		CYA		Total	
	N	%	N	%	N	%	N	%
Adult School	4	12.9	19	3.8	0	0.0	3,695	55.5
Elementary School	0	0.0	1	0.2	0	0.0	504	7.6
High School	5	16.1	0	0.0	16	43.2	522	7.8
Community College	0	0.0	0	0.0	0	0.0	774	11.6
Correctional Inst.	0	0.0	482	96.0	21	56.8	593	8.9
Library	0	0.0	0	0.0	0	0.0	50	0.8
Work Site	11	35.5	0	0.0	0	0.0	26	0.4
CBO	0	0.0	0	0.0	0	0.0	104	1.6
Home	0	0.0	0	0.0	0	0.0	20	0.3
Other	11	35.5	0	0.0	0	0.0	364	5.5
<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>502</b>	<b>100.0</b>	<b>37</b>	<b>100.0</b>	<b>6,652</b>	<b>100.0</b>

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## 8 STATE AGENCY POPULATION

*Chapter 8 provides information about program services, individuals served, and goal attainment in the four state agency ABE 225/231 programs: the California Department of Corrections (CDC), the California Youth Authority (CYA), the California Department of Developmental Services (CDDS), and the California Conservation Corps (CCC).*

### **Data Highlights**

- Data representing 24,062 learners were provided by programs in the four state agencies: California Department of Corrections (65.1 percent of data), California Youth Authority (22.5 percent), California Department of Developmental Services (7.4 percent), and the California Conservation Corps (5 percent).
- The majority (80.7 percent) of learners were enrolled in ABE programs, with the remainder in ESL programs (8.5 percent) and ASE (10.8 percent).
- Male learners (85.9 percent) made up the majority of the state agency population.
- More than half (51.9 percent) of all learners were between the ages of 16 and 30, with an additional 26.6 percent between 31 and 40.
- Hispanics (43.2 percent) are the most highly represented ethnicity, followed by blacks (28 percent) and whites (21.8 percent).
- The majority of learners cited obtaining a high school diploma or GED (39.1 percent) or improving basic skills (23.3 percent) as their primary reason for enrollment.
- 56.5 percent of learners were retained at the same level, while 9.2 percent left after completion of goal or level, and 5.9 percent moved on to a higher level.
- Learners in state agency ABE programs averaged 227 on the CASAS reading assessment, compared to 228.7 in the local program population, while ESL learners averaged 209.3.
- Reading learning gains averaged 4.6 for ABE/ASE learners and 5.7 for ESL.

## **BACKGROUND**

### **State Agencies**

The state agencies included in this chapter receive ABE 225/231 funding to provide basic literacy and English as a Second Language service to the adults enrolled in their programs throughout the state.

The California Department of Corrections (CDC) has adult education programs in 33 state prisons. CDC mandates inmate attendance in adult education for those who are functioning below a ninth-grade level.

The California Youth Authority (CYA) has programs in 16 state schools. The programs in these schools are designed for those between the ages of 17 and 25 who have been sentenced by the courts. For most of these learners, attendance in the education program is mandatory.

The California Conservation Corps (CCC) serves learners 18 to 23 years of age in employment and education programs in 16 camps and urban sites.

The California Department of Developmental Services (CDDS) offers programs at nine sites, of which four are state hospitals and five are developmental centers. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community-based organizations

provide special education programs that focus on literacy, independent living, and employability. Data from individuals enrolled in classes serving learners with special needs will be discussed in chapter 9.

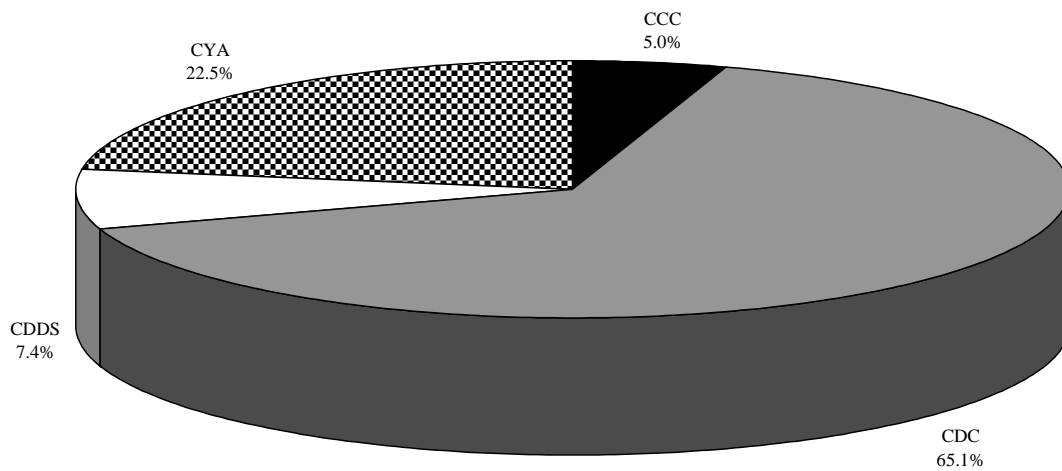
## PROGRAM INFORMATION

### Provider Type

State agency ABE 225/231 programs provided information on a total of 24,062 learners. The California Department of Corrections (65.1 percent) served the vast majority of learners in state agencies. The California Youth Authority (22.5 percent), the California Conservation Corps (5 percent), and the California Department of Development Services (7.4 percent) served the remainder. See Figure 8.1.

**Figure 8.1**

**State Agency Learners Served by Each Provider Type (1999-00)**



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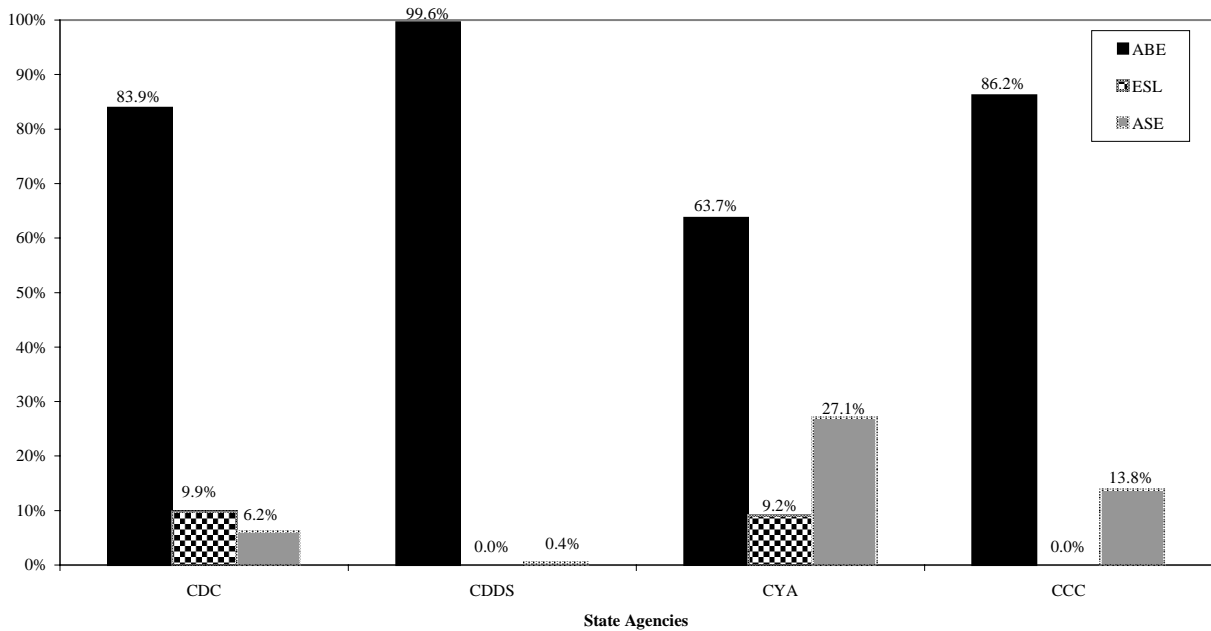
Note: N = 24,062

Within state agencies, ABE (80.7 percent) enrolled the vast majority of learners, with 8.5 percent enrolled in ESL programs, 10.8 percent in ASE, and none in ESL-Citizenship programs. See Table H.1 in appendix H. This differs significantly from California's ABE 225/231 programs as a whole, where only 10.6 percent were ABE learners, 66.5 percent were ESL, 2.6 percent were ESL-Citizenship, and 20.3 percent were ASE (see Figure 2.1).

Most CDDS learners (99.6 percent), CCC learners (86.2 percent), and CDC (83.9 percent) were enrolled in ABE programs. The California Department of Corrections enrolled the highest proportion of ESL learners (9.9 percent) followed by the CYA (9.2 percent). The addition of ASE classes to the ABE 225/231 programs has diluted the proportions of ABE in state agencies from prior years, most starkly in the case of CYA (91.8 percent ABE in 1998-99 versus 63.7 percent in 1999-00), although ESL for this group also increased slightly (from 8.2 in 1998-99). CCC also saw a large decrease in ABE learners (from 99.8 to 86.2 percent) with the whole of the difference attributable to ASE. See Figure 8.2.

**Figure 8.2**

**State Agency Learners by Instructional Program (1999-2000)**



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Note: N = 24,020

## LEARNER INFORMATION

Learners, instructors, and program administrators provided demographic information on Student Entry Record forms. The information provided included the learner's gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

### Gender

The majority of learners enrolled in state agency ABE 225/231 programs were male (85.9 percent). Males were more frequently represented in each of the four state agencies with percentages ranging from a high of 98.4 percent (CYA) to a low of 72.2 percent (CDDS). This is a shift from 1998-99, when the percentage of males overall was 89.9 percent, and the lowest proportion was evidenced in CCC (82.4 percent). See Table 8.1. The ratio between men and women of 6 to 1, while less dramatic than prior years, still varies significantly from that of the total enrollment population, where females constituted 53 percent of all learners (see Figure 2.8).

**Table 8.1**

**Gender and Age Distribution for State Agency Learners (1999-00)**

Gender	CDC		CDDS		CYA		CCC		Total	
	N	%	N	%	N	%	N	%	N	%
Female	2,424	16.2	485	27.8	83	1.6	247	21.7	3,239	14.1
Male	12,522	83.8	1,261	72.2	4,986	98.4	893	78.3	19,662	85.9
<b>Total</b>	<b>14,946</b>	<b>100.0</b>	<b>1,746</b>	<b>100.0</b>	<b>5,069</b>	<b>100.0</b>	<b>1,140</b>	<b>100.0</b>	<b>22,901</b>	<b>100.0</b>

Age	CDC		CDDS		CYA		CCC		Total	
	N	%	N	%	N	%	N	%	N	%
16-20	388	2.7	52	3.0	4,272	86.9	706	63.7	5,418	24.2
21-30	4,913	33.6	248	14.2	635	12.9	401	36.2	6,197	27.6
31-40	5,432	37.0	522	30.0	0	0.0	0	0.0	5,954	26.6
41-50	2,949	20.1	603	34.6	0	0.0	0	0.0	3,552	15.9
51-64	832	5.7	274	15.7	1	0.0	0	0.0	1,107	4.9
65+	127	0.9	42	2.5	6	0.2	1	0.1	176	0.8
<b>Total</b>	<b>14,641</b>	<b>100.0</b>	<b>1,741</b>	<b>100.0</b>	<b>4,914</b>	<b>100.0</b>	<b>1,108</b>	<b>100.0</b>	<b>22,404</b>	<b>100.0</b>

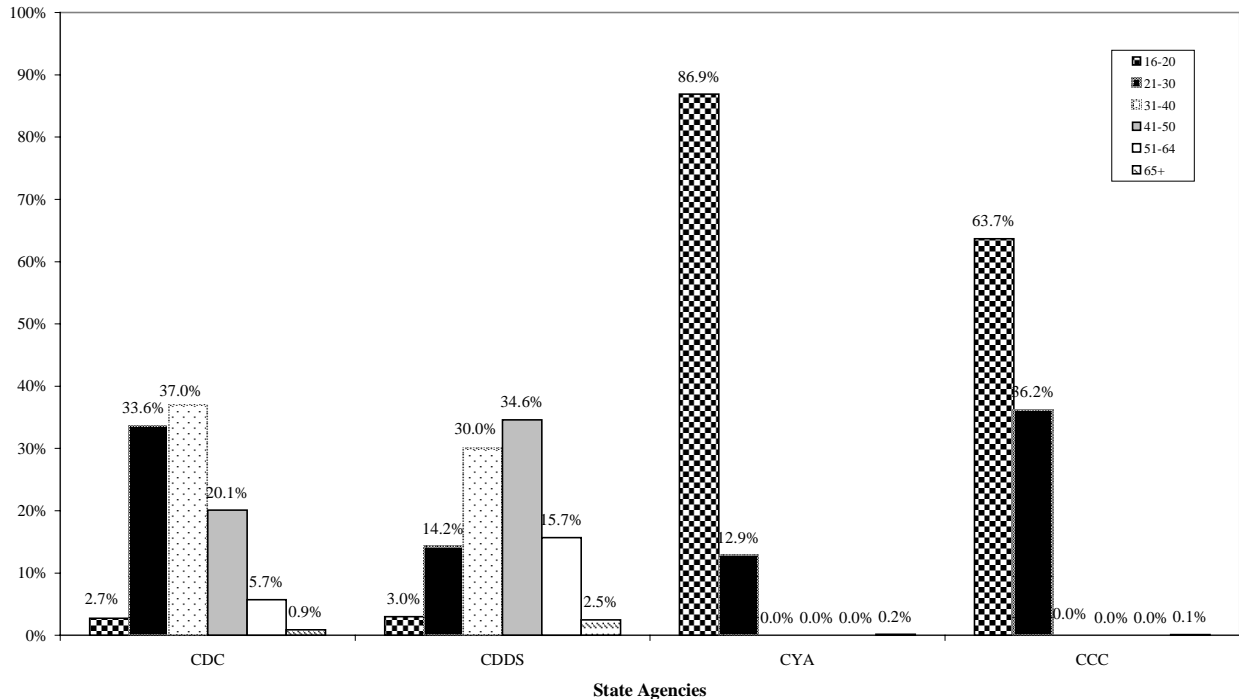
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## Age

The largest proportion of ABE 225/231 state agency learners were between the ages of 21 and 40 (54.2 percent). This was a slight drop-off from 1998-99 when this age group accounted for 63.3 percent of all learners represented. The difference is mainly found amongst the youngest learners, whose proportions have increased from 13.5 percent last year to 24.2 for 1999-00. The significant increase in the proportional representation of CYA accounts for a large portion of this shift, and the inclusion of adult secondary learners a more minor role. Learners in CCC and CYA programs were substantially younger than those in the other two programs: 99.9 percent of CCC and 99.8 percent of CYA learners were under 30 years of age, which is in keeping with their regulatory mandates. CDDS programs served the oldest population of learners with 52.8 percent over the age of 40. See Table 8.1 and Figure 8.3.

**Figure 8.3**

**Age Distribution for State Agency Learners (1999-00)**



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Note: N = 22,404

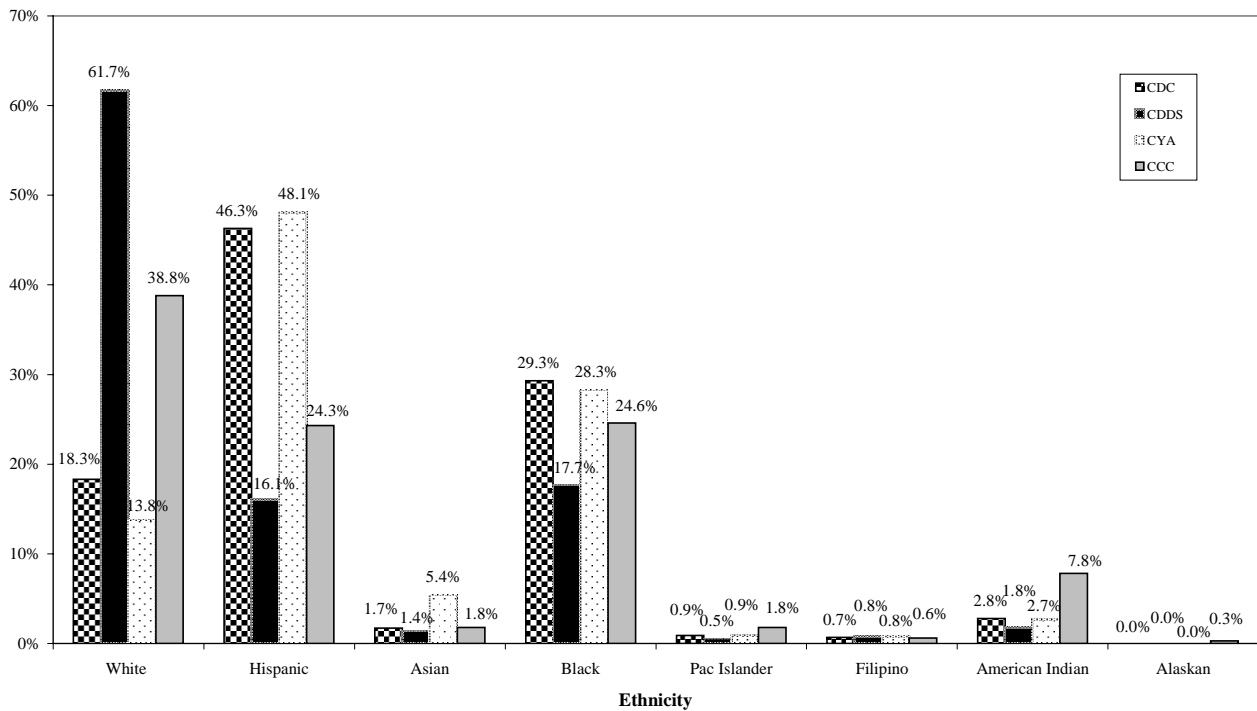
### Ethnic Background

The most highly represented ethnic group among state agencies was Hispanic learners at 43.2 percent. Black learners constituted 28 percent and white learners 21.8 percent. These proportions vary with those of 1998-99, with a lower percentage of Hispanics (48.5 percent in 98-99), and higher percentages for both black and white learners (24.7 and 18.8 percent, respectively for 98-99). See Table H.2 in appendix H.

As seen in Figure 8.4, Hispanics were most heavily represented in CDC (46.3 percent) and CYA (48.1 percent), while white populations were more prevalent in the CDDS and CCC programs (61.7 percent and 38.8 percent, respectively). See Figure 8.4 below for all other comparisons.

**Figure 8.4**

**Ethnicity for State Agency Learners (1999-00)**



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Note: N = 22,615

### **Native Language**

The majority (69.8 percent) of learners in California's state agency ABE 225/231 programs spoke English as their native language. An additional 27 percent spoke Spanish, when combined accounting for 96.8 percent of all state agency learners. These proportions shifted toward native speakers for 1999-00, from 58 percent English and 38.5 percent Spanish for 1998-99. Not surprisingly, the pattern of native language findings followed that of ethnicity across provider type: CDC and CYA had more Spanish speakers (32.5 and 21.4 percent, respectively) than CCC (9.4 percent) and CDDS (7.2 percent), which were predominantly English speakers. See Table H.2 of appendix H.

### **Highest Degree Earned**

An overwhelming majority (78.7 percent) of ABE 225/231 learners reported having no degree. This was true for all four state agency programs, although CYA had the highest percentage with no degree (93.9 percent), followed by CDC (76.3 percent), CDDS (73.7 percent), and CCC (50.8 percent) with by far the lowest. The highest reported degree obtained in all cases was a high school diploma (11.5 percent) or GED certificate (6.8 percent). CCC had the highest percentage of learners with either a high school diploma or GED (46.4 percent), followed by CDDS (21.6 percent) and CDC (19.8 percent). CYA had substantially fewer learners earning either degree (6 percent), although age is probably playing a factor in that disparity. See Table H.3 of appendix H.

### **Years of Education**

The majority of state agency learners had between 10 and 11 years of education (41.7 percent). CYA and CDC programs served learners with the fewest years of education (40.1 percent and 41.7 percent with nine years or fewer of education, respectively). This is not surprising given the age dynamic of the CYA agencies and the context within which CDC programs are offered. CCC on the other hand served the most educated population, with 44 percent of learners at or above 12 years, although CDDS was close behind with 42.7 percent. Both highest degree earned and years of education percentages were similar to 1998-99. See Table H.3 of appendix H.

### **Primary Reason for Enrollment**

The primary reason noted for enrollment in state agency ABE 225/231 programs was earning a high school diploma or GED certificate with 39.1 percent. This was followed by those desiring to improve basic skills (23.3 percent). An additional 29.2 percent enrolled for reasons other than those listed, while 3.8 percent enrolled to assist in acquiring employment, and 3 percent to achieve a personal goal. CYA had a substantially higher percentage of learners enrolling for a high school diploma or GED (97.9 percent), than did the other three state agencies: CCC (19.2 percent), CDC (22.2 percent), and CDDS (0.4 percent). CDDS had improvement of basic skills (69.9 percent) as its overriding primary reason for enrollment, while CCC and CDC had large portions of their learners enrolled for reasons other than those listed (42.5 and 42.1 percent, respectively). The other category for 1999-00 included learners who were originally chose "mandated" as their primary reason for enrollment (one of the most often cited responses in prior years). On other noteworthy finding is for CCC, where 21.2 percent of learners endorsed job acquisition as a primary goal, in keeping with the primary mission of this program. See Table H.3 of appendix H.

Of the ten primary reasons for enrollment, acquisition of a high school diploma or GED certificate was the most frequently endorsed (39.1 percent) across the four state agencies; followed by other (29.2 percent) and improvement of basic skills (23.3 percent). The other category comprises those with an undefined reason as well as those who marked mandated. As would be expected, 98 percent of CYA learners endorsed high school diploma or GED certificate attainment as their primary goal. CCC (19.2 percent) and CDC (22.2 percent) also endorsed this reason at a high rate. Job acquisition (19.2 percent) was another reason for enrollment endorsed by a large number of CCC learners, while CDC (27.3 percent) and especially CDDS (69.9 percent) learners cited improving basic skills as important. These figures were largely in line with those from 1998-99. See Table 8.2.

**Table 8.2**

**Primary Reason for Enrollment for State Agency Learners (1999-00)**

<b>Reason for Enrollment</b>	<b>CDC</b>	<b>CDDS</b>	<b>CYA</b>	<b>CCC</b>	<b>Total</b>
Improve Basic Skills	27.3%	69.9%	1.1%	13.0%	23.3%
Improve English Skills	0.8%	2.0%	0.3%	0.1%	0.7%
H.S. Diploma or GED	22.2%	0.4%	97.9%	19.2%	39.1%
Get Job	4.4%	0.6%	0.1%	21.2%	3.8%
Retain Job	0.4%	2.0%	0.1%	0.9%	0.5%
Enter College/Training	0.3%	0.0%	0.0%	0.2%	0.2%
U.S. Citizenship	0.0%	0.0%	0.0%	0.1%	0.0%
Military	0.2%	0.0%	0.0%	0.1%	0.1%
Personal Goal	2.2%	21.0%	0.0%	2.7%	3.0%
Other	42.2%	4.1%	0.5%	42.5%	29.2%

CASAS 2001

Note: N = 21,876

**GOAL ATTAINMENT**

Information on goal attainment was gathered on Update and Test Record forms. Learners provided some information, assessment results on pre- and post-tests provided some, and instructors provided the rest. Information covered learners' progress, learner results, pretest scores, and learning gains.

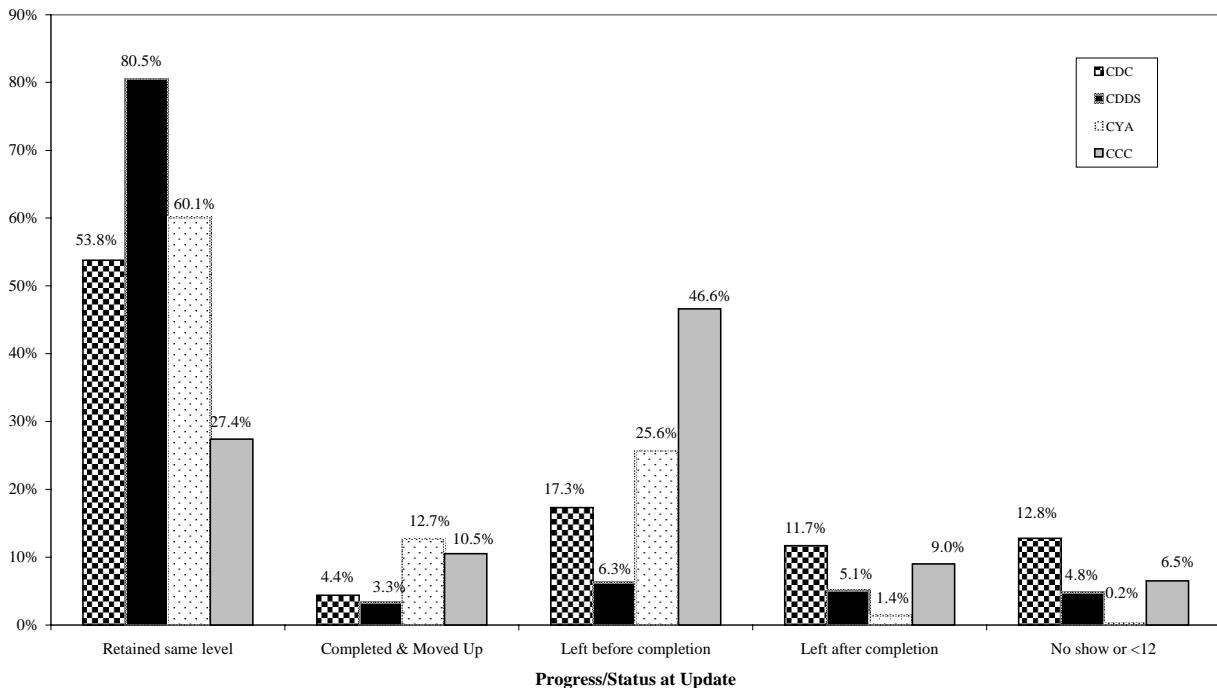
## Learner Progress

Programs maintained the majority of learners (56.6 percent) at the same instructional level after completion of course, while 18.6 percent left before completion of goal or level. Of the remaining learners, 9.2 percent left after completion of goal or level, 9.7 were no shows or completed fewer than 12 hours, and 5.9 percent completed their level and moved on to a higher level. These percentages vary significantly from the local population, where a larger proportion of learners moved up a level (19.6 percent), left before completion (24.9 percent), or left after completion of level (10.8 percent) and a smaller proportion remained at the same level (32.8 percent) – see Figure 4.1. Among learners who remained in their program, 8.3 percent moved up a level, 12.8 percent left after completion of goal or level, and 78.9 percent remained at the same level. See Table H.3 in appendix H.

When looking across state agency, the data show the largest divergence coming from learners in CCC, with almost half (46.6 percent) leaving before completion of their level or goal. This is a substantial shift from 1998-99, when 71.9 percent of CCC learners moved up a level, and only 17.4 percent left before completion. However, it should be noted that CCC did have the highest percentage of learners who completed a level and either moved up or left (19.5 percent), followed by CDC (16.1 percent), CYA (14.1 percent), and CDDS (8.3 percent). The other three state agencies had the majority of learners retained at the same level, from a high of 80.5 percent in CDDS, to a low of 53.8 percent in CDC. In the case of “no shows” or those attending fewer than 12 hours, CDC by far the highest percentage (12.8). See Figure 8.5.

**Figure 8.5**

### Progress by Provider Type for State Agency Learners (1999-00)



CASAS 2001

Note:  $N = 13,921$

## Learner Results

As discussed earlier in chapter 4, the learner outcome data will be analyzed in this chapter using the new definitions, which are more closely aligned with NRS. It should also be noted that outcomes reflect, to a large extent, the environment and goals of each of the four state agencies.

In the employment category, the most commonly cited outcomes were other (22.4 percent), acquired workforce readiness skills (3.1 percent), and job acquisition (2 percent). To reiterate, the other category comprises those who actually endorsed other, those who met their personal goal, and those who acquired a volunteer job. Within the California Conservation Corps, 17.6 percent reported having retained their jobs and 36 percent having acquired workforce readiness skills, demonstrating the positive influence this program can have on its population. CDC also showed evidence of positive influence, with the highest proportions of learners obtaining employment (2.8 percent) and an additional 3.8 percent acquiring workforce readiness skills. See Table 8.3 for further results.

**Table 8.3**

### Work Outcomes for State Agency Learners (1999-00)

Work	CCC	CDC	CDDS	CYA	Overall
Got a Job	1.6%	2.8%	0.6%	0.1%	2.0%
Retained Job	17.6%	1.2%	1.8%	0.0%	1.2%
Met Work-Based Project Goal	0.0%	0.0%	0.0%	0.0%	0.0%
Entered Job Training	2.4%	0.8%	0.1%	0.1%	0.6%
Entered Apprenticeship	0.0%	0.2%	0.0%	0.0%	0.1%
Entered Military	0.0%	0.0%	0.0%	0.0%	0.0%
Acquired Workforce Readiness Skills	36.0%	3.8%	0.5%	0.0%	3.1%
Reduced Public Assistance	0.0%	0.1%	0.0%	0.0%	0.1%
Other	27.2%	25.2%	46.6%	0.4%	22.4%

CASAS 2001

In the personal/family outcomes section the most prevalent responses were met personal goal (16.8 percent) and other (12.6 percent). In this cluster, other comprised improvement of communication skills (the most commonly reported outcome for several years), positive lifestyle changes, and those who had an outcome not included in the list. One noteworthy finding from this cluster, in addition to the fact that almost one in five respondents noted having met their personal goal and a large proportion cited improvement of communication skills, was among CDDS learners, where more than 40 percent indicated meeting their personal goal. CCC (28 percent) and CDC learners (18 percent) also cited this outcome at a high rate. The first three outcomes listed below are not very realistic for this group, and thus their low response rates seem reasonable. See Table 8.4.

**Table 8.4**

### Personal/Family Outcomes for State Agency Learners (1999-00)

Personal/Family	CCC	CDC	CDDS	CYA	Overall %
Increased Involvement in Children's Ed.	0.0%	0.9%	0.1%	0.0%	0.6%
Increased Involvement in Children's Lit.	0.0%	0.5%	0.2%	0.1%	0.4%
Met Other Family Goal	0.0%	0.0%	0.0%	0.0%	0.0%
Met Personal Goal	28.0%	18.0%	40.8%	0.2%	16.8%
Other	13.6%	14.0%	27.8%	0.1%	12.6%

CASAS 2001

In the community outcome cluster, other (20.7 percent) was the most predominant response, in this case encompassing met personal goal, increased consumer awareness, and made informed choices. The only other noteworthy finding was that 8.8 percent of CCC and 4.8 percent of CDDS learners indicated having increased involvement in their communities. The first three outcomes listed below were once again largely unrealistic for state agency learners. See Table 8.5.

**Table 8.5**

**Community Outcomes for State Agency Learners (1999-00)**

<b>Community</b>	<b>CCC</b>	<b>CDC</b>	<b>CDDS</b>	<b>CYA</b>	<b>Overall %</b>
Achieved U.S. Citizenship Skills	0.0%	0.1%	0.0%	0.0%	0.1%
Registered to Vote/Voted First Time	5.6%	0.1%	0.1%	0.0%	0.1%
Increased Involvement in Community	8.8%	0.6%	4.8%	0.0%	1.0%
Other	25.6%	25.6%	26.3%	0.3%	20.7%

*CASAS 2001*

Similar to the other three achievement clusters, the most common education-related outcome reported by ABE 225/231 learners was other (46.1 percent). In this case, the other category aggregated those who indicated having met their personal goal, those who earned high school credits, and those who demonstrated the ability to apply skills. While CCC learners evidenced a high proportion of learners earning a high school diploma or GED (a combined 17.6 percent), this was not the case for the other three groups. CDC did have a number of learners indicating having earned a certificate (16.4 percent), mastered course competencies (13.6 percent), and a smaller subset earned a GED (6.2 percent). See Table 8.6.

**Table 8.6**

**Educational Outcomes for State Agency Learners (1999-00)**

<b>Education</b>	<b>CCC</b>	<b>CDC</b>	<b>CDDS</b>	<b>CYA</b>	<b>Overall %</b>
Returned to K-12	1.6%	0.4%	0.0%	0.1%	0.3%
Passed GED	11.2%	6.2%	0.0%	1.1%	4.7%
Earned Certificate	1.6%	16.4%	0.0%	0.0%	11.5%
Earned High School Diploma	6.4%	0.2%	0.0%	1.5%	0.5%
Entered College	0.0%	0.5%	0.0%	0.0%	0.3%
Entered Training Program	1.6%	1.6%	0.1%	0.0%	1.2%
Gained Computer Skills	2.4%	5.6%	0.1%	0.0%	3.9%
Mastered Course Competencies	0.0%	13.6%	0.2%	0.2%	9.5%
Other	19.2%	46.5%	44.1%	47.3%	46.1%

*CASAS 2001*

## TEST SCORES AND LEARNING GAINS

### Pretest Scores

Learners in state agency ABE or ASE programs averaged 227 on the CASAS reading assessment, as compared to 228.7 in the local program sample and 215.7 last year. Three of the four state agencies evidenced a significantly higher mean than for 1998-99: CCC (231.3 versus 219.3), CDC (227.7 versus 215.4), and CYA (226.5 versus 216.9); mainly because of the addition of adult secondary learners to the California State Plan for Adult Education WIA, Title II this year. The one exception was CDDS (212 versus 211). Learners in CCC programs scored the highest on average on the reading assessment, followed by CDC, and CYA.

CDC and CYA were the only populations to have ESL learners with test scores. The mean for CYA learners (223.7) was substantially higher than that of the CDC learners (204.5), due largely to the high proportion of learners with scores under 210 for CDC (74.3 percent) and the equally high proportion of CYA learners above 220 (65.9 percent). See Table 8.7.

**Table 8.7**

#### Reading Pre-test Scores for State Agency Learners (1999-00)

Reading Pre-Test Score Range	CCC		CDC		CDDS		CYA		Overall	
	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
<b>ABE/ASE</b>	<b>N = 218</b>		<b>N = 6,427</b>		<b>N = 260</b>		<b>N = 3,334</b>		<b>N = 10,239</b>	
<200	193.0	3.7	191.6	5.4	186.0	23.8	192.4	4.7	191.2	5.6
201-210	207.9	4.1	206.0	9.0	206.1	28.9	205.8	7.1	206.0	8.8
211-220	216.6	11.5	216.3	13.5	215.3	10.0	216.3	17.6	216.3	14.7
221-235	227.3	38.0	228.5	42.5	228.0	27.7	228.5	46.3	228.5	43.3
236-245	240.3	28.9	240.3	17.3	240.8	5.0	239.8	17.0	240.1	17.1
246+	253.2	13.8	251.7	12.3	247.8	4.6	250.0	7.3	251.3	10.5
<b>Overall</b>	<b>231.3</b>	<b>100.0</b>	<b>227.7</b>	<b>100.0</b>	<b>212.0</b>	<b>100.0</b>	<b>226.5</b>	<b>100.0</b>	<b>227.0</b>	<b>100.0</b>
<b>ESL</b>	<b>N = 0</b>		<b>N = 919</b>		<b>N = 0</b>		<b>N = 311</b>		<b>N = 1,230</b>	
<180	--	--	173.6	4.9	--	--	--	--	173.6	3.7
181-200	--	--	193.1	28.9	--	--	194.5	7.1	193.2	23.4
201-210	--	--	205.3	40.5	--	--	206.1	7.1	205.4	32.0
211-220	--	--	215.4	12.8	--	--	216.6	19.9	215.8	14.6
221-235	--	--	226.6	11.4	--	--	228.5	52.7	227.8	21.9
236-245	--	--	238.7	1.5	--	--	240.3	13.2	239.9	4.5
<b>Overall</b>	--	--	<b>204.5</b>	<b>100.0</b>	--	--	<b>223.7</b>	<b>100.0</b>	<b>209.3</b>	<b>100.0</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

## Learning Gains

The pretest means for this section are based on learners who had valid matched pre- and post-test scores. Learning gains are defined as the difference between the highest accurate (and valid) post-test and the first accurate pretest. The percentage in Table 8.8 below is the proportion of learners' whose pretest score placed them into the particular scoring range. Both CCC and CDDS had an insufficient N to allow for meaningful analysis and were thus excluded. Specifically, CCC had 34 matched ABE test pairs and CDDS 12.

For ABE/ASE all of the state agencies had positive reading learning gains overall, with 4.4 points for CDC and 5.4 points for CYA. Learning gains tended to be higher at the lower levels. As an example, for CDC learners, at the lowest level (below 200) learning gains were on average 12.2, then at the subsequent level (201-210) 8.5, and moving up incrementally 6.1, 3.3, and 0.2.

For ESL the average learning gains were slightly higher, with 5.8 points for CDC learners and 5.0 points for CYA. Once again, part of the explanation for the higher gains is predicated on the fact that the mean pretest scores were lower (205.2 for CDC and 222.1 for CYA). See Table 8.8.

**Table 8.8**

**Mean Reading Learning Gains for State Agency Learners (1999-00)**

Reading Scoring Range	CDC			CYA			Overall		
	Pre-test Mean	LGAIN Mean *	%	Pre-test Mean	LGAIN Mean *	%	Pre-test Mean	LGAIN Mean *	%
<b>ABE/ASE</b>		<b>N =3,478</b>		<b>N =1,046</b>			<b>N =4,524</b>		
<200	191.7	12.2	6.8	193.2	19.0	4.3	191.9	13.3	6.2
201-210	205.9	8.5	10.9	206.1	10.3	6.9	205.9	8.8	10.0
211-220	216.3	6.1	16.3	216.5	7.9	22.0	216.4	6.6	17.6
221-235	228.6	3.3	48.4	228.1	3.8	49.3	228.5	3.4	48.6
236-245	240.2	0.2	17.6	239.3	1.4	17.5	240.0	0.5	17.6
<b>Overall</b>	<b>223.6</b>	<b>4.4</b>	<b>100.0</b>	<b>224.5</b>	<b>5.4</b>	<b>100.0</b>	<b>223.8</b>	<b>4.6</b>	<b>100.0</b>
<b>ESL</b>		<b>N =525</b>		<b>N = 81</b>			<b>N = 606</b>		
<180	175.0	13.5	4.2	--	--	0.0	175.0	13.5	3.6
181-200	193.0	6.8	27.6	--	--	6.2	193.1	6.6	24.8
201-210	205.3	6.4	40.6	--	--	8.6	205.3	6.5	36.2
211-220	215.5	3.7	13.9	--	--	23.5	215.8	4.3	15.2
221-235	226.9	2.4	12.6	228.0	3.9	56.8	227.4	3.0	18.5
236-245	--	--	1.1	--	--	4.9	--	--	1.7
<b>Overall</b>	<b>205.2</b>	<b>5.8</b>	<b>100.0</b>	<b>222.1</b>	<b>5.0</b>	<b>100.0</b>	<b>207.4</b>	<b>5.7</b>	<b>100.0</b>

CASAS 2001

Note: "--" denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

"\*" LGAIN Mean = Learning Gain Mean

See Table H.5 and H.6 in appendix H for math and listening test learning gains, respectively.



## 9 SPECIAL EDUCATION POPULATION

*Chapter 9 provides information on program services, individuals served, and goal attainment for the California special education population. Data in this chapter are included for individuals who:*

- *Indicated “special education” in the special program box on the entry form*
- *Received services from the California Department of Developmental Services*
- *Took one of the CASAS assessment tests specifically designed for the special education population (Test Forms 2A, 3A, or 4A)*

*Many special education learners remain in their programs year after year. For these learners, programs were instructed to test once a year, a different time frame for collecting the data than that found in prior chapters.*

### **Data Highlights**

- The special education population comprised mainly adult schools learners (65.3 percent) and learners from the California Department of Developmental Services (29.3 percent).
- The majority of special education learners were male (58.6 percent) and under 40 (64.8 percent).
- Special education learners were mainly white (45.1 percent) or Hispanic (34.2 percent).
- The vast majority reported having earned no degree at time of entry (65.1 percent).
- The most frequently cited primary reasons for enrollment were improvement of basic skills (43.4 percent).
- 59.3 percent of special education learners were retained at the same instructional level, with 16.6 percent moving up a level and an additional 17.8 percent completing their level.
- The average pretest score for the special education population was 184.4.

### **PROGRAM INFORMATION**

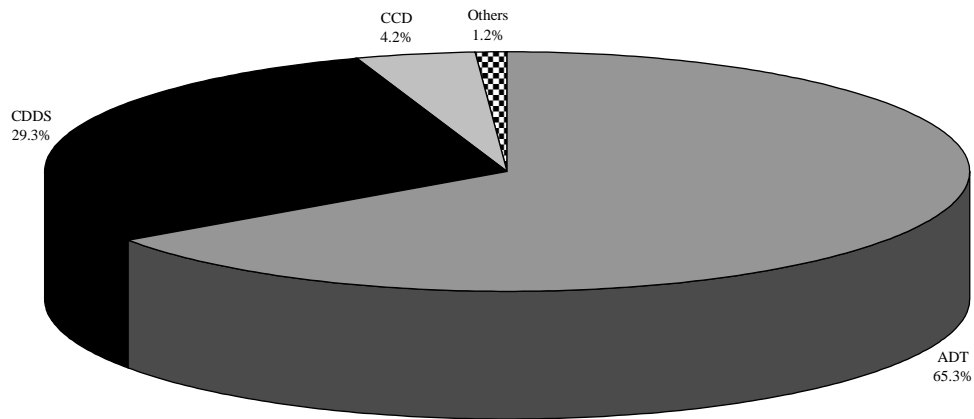
Student Entry, Update, and Test Records provided information on special education learners served.

### Provider Type

Adult schools (65.3 percent) served the majority of special education learners, followed by the California Department of Developmental Services (29.3 percent), and community college districts (4.2 percent). Community-based organizations, county offices of education, jails, California Conservation Corps, and library literacy programs accounted for a combined total of eight learners, or 1.2 percent of the data. These proportions are in many cases quite different from 1998-99 when adult schools accounted for 74.3 percent, CBOs for 4.5 percent, CDDS for 16.3 percent, and community college districts for 3.7 percent. See Figure 9.1.

**Figure 9.1**

**Special Education Learners Served By Each Provider Type (1999-00)**



CASAS 2001

Note:  $N = 3,616$

During the 1999-00 school year, the CDDS offered programs at nine sites, some of which are hospitals and others development centers. Each CDDS site specializes in a different program area. The adult schools, community college districts, and community-based organizations provide special education programs that focus on literacy, independent living, and employability.

## LEARNER INFORMATION

Student Entry Records provided information on special education learners. This information covered learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

### Gender and Age

The majority of special education learners were male (58.6 percent). This is a slight decrease from last year, when males accounted for 60.8 percent of the total. The majority of special education learners were between the ages of 21 and 40 (50.5 percent), similar to the proportion for the total enrollment population and also similar to the totals for 1998-99. See Table 9.1 for further comparisons.

**Table 9.1**

### **Special Education Learners By Gender and Age Group (1999-00)**

<b>Gender</b>	<b>N</b>	<b>%</b>
Male	2,029	58.6
Female	1,433	41.4
<b>Total</b>	<b>3,462</b>	<b>100.0</b>

<b>Age</b>	<b>N</b>	<b>%</b>
16-20	488	14.3
21-30	845	24.7
31-40	881	25.8
41-50	744	21.8
51-64	366	10.7
65+	93	2.7
<b>Total</b>	<b>3,417</b>	<b>100.0</b>

*CASAS 2001*

### **Ethnic Background and Native Language**

The majority of special education learners were white (45.1 percent), although the overall proportion is 12.5 percentage points lower than 1998-99 and 26.5 percent lower than 1997-98. Hispanics (34.2 percent), the second most predominant ethnicity, have shown a precipitous rise as a proportion of the overall special education population during the last few years. Blacks (9 percent) and Asians (6 percent), were both similar to proportions for 1998-99. As would be expected from the ethnicity distribution, 64.5 percent of learners spoke English as their primary language, followed by 27.2 percent Spanish. For further details see Table I.1 of appendix I.

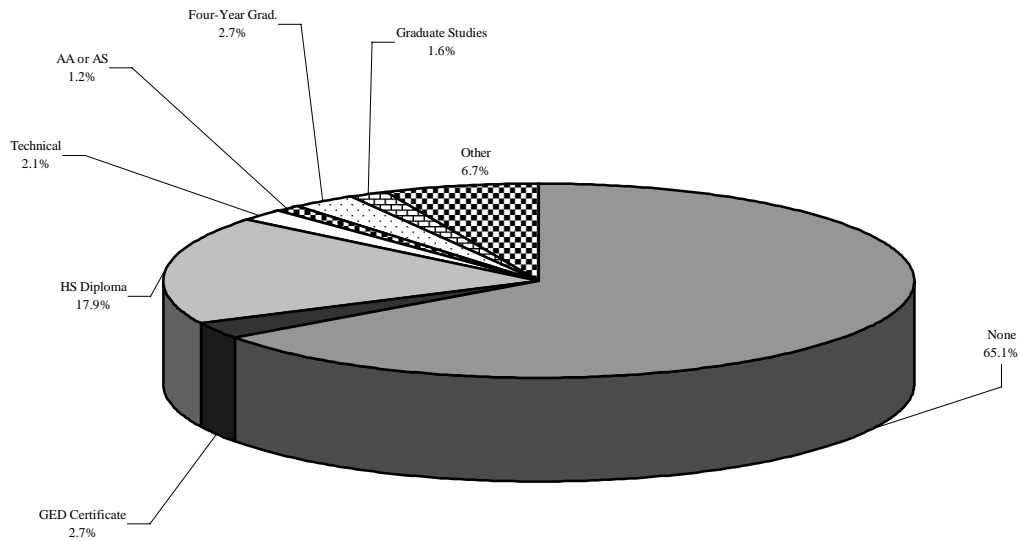
### Highest Degree Earned

As would be expected, few special education learners reported having earned any degree upon entry into their program (65.1 percent). Among those who did earn a degree, a high school diploma was the most prevalent at 17.9 percent of the population. These percentages were very similar to those for 1998-99. See Figure 9.2 below.

In regard to years of schooling, the significant shift upward from 1997-98 to 1998-99 (58.5 percent versus 25.6 percent with 12 or more years of schooling) did not continue for 1999-00 (37.4 percent). The trend toward fewer learners with four or fewer years of schooling did continue though, with only 4.3 percent for 1999-00, versus 5 percent for 1998-99, and 61.2 percent for 1997-98. The majority of learners for this group had between 10 and 11 years of schooling (31 percent), with a combined 31.7 with nine years or fewer. See Table I.2 of appendix I for further information.

**Figure 9.2**

**Highest Educational Degree Earned Among Special Education Learners (1999-00)**



CASAS 2001

Note: N = 3,281

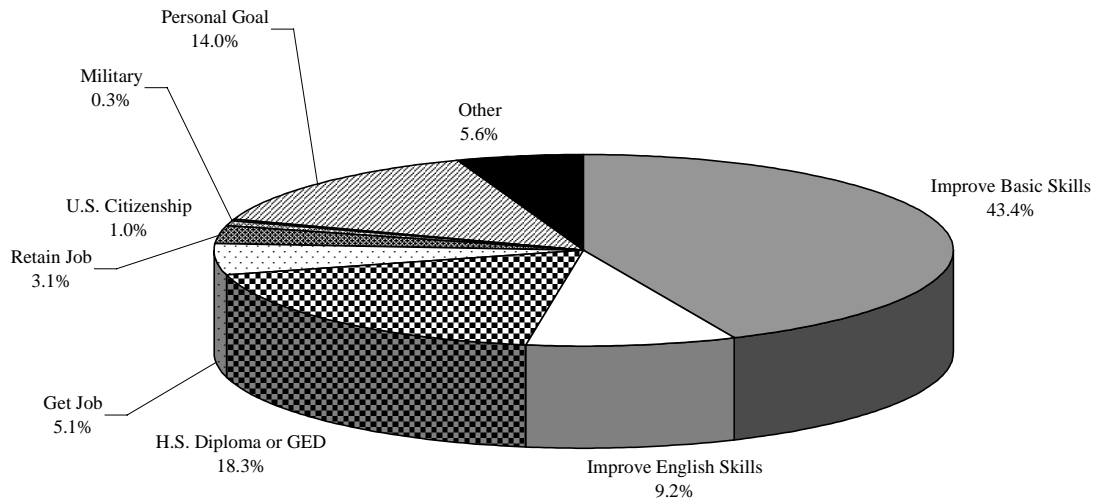
### Reason for Enrollment

Special education learners indicated the following as the most important primary reasons for enrolled in program: improvement of basic skills (43.4 percent), high school diploma or GED acquisition (18.3 percent), personal goal (14 percent), and improvement of English skills (9.2 percent). See Figure 9.3.

Special education learners indicated similar secondary goal proportions. Personal goals (24.8) were the most heavily cited reason, followed by improvement of basic skills (20.8 percent), improvement of English skills (14.5 percent), and job acquisition (10.5 percent). See Table I.2 of appendix I for data on all secondary reasons for enrollment.

**Figure 9.3**

**Primary Reason for Enrollment for Special Education Learners (1999-00)**



CASAS 2001

Note: N = 3,464

## GOAL ATTAINMENT

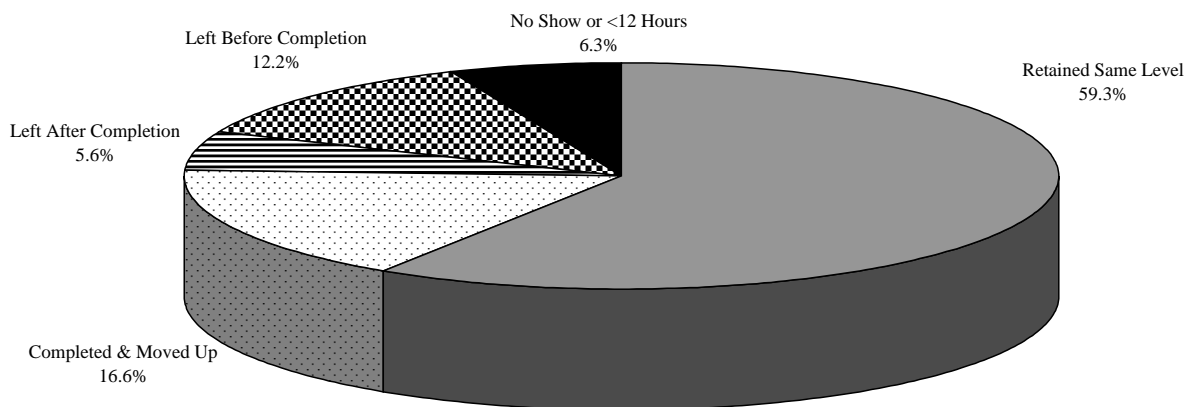
Learners, instructors, and administrators gathered goal attainment information on the Student Update and Test record. Information covered learners' progress, outcomes, pretest scores and learning gains.

### Learner Progress

The majority (59.3 percent) of special education learners were retained in their respective programs at the same level during the period between completion of Entry and Update Record. Patterns have shown that most of these learners remain in the same program for several years and that learners who maintain a level or achieve small gains for this population are considered successful. However, the figures for 1999-00 are a divergence from the last few years, with a lower percentage retained in program at same level (81.5 percent for 1998-99; 84.3 percent for 1997-98), and higher percentages leaving after completion (5.6 percent for 1999-00 versus 1.4 for 1998-99 and 3.9 for 1997-98) and moving on to a higher level (16.6 percent for 1999-00 versus 7.5 for 1998-99 and 4.3 for 1997-98). Those who were "no shows" or completed fewer than 12 hours also increased for 1999-00 (6.3 percent) from 2 percent for the previous two program years. See Figure 9.4 for further information. For the actual numbers associated with learner progress, see Table I.2 of appendix I.

**Figure 9.4**

### Special Education Learners Presenting Each Level of Progress (1999-00)



CASAS 2001

Note: N = 2,964

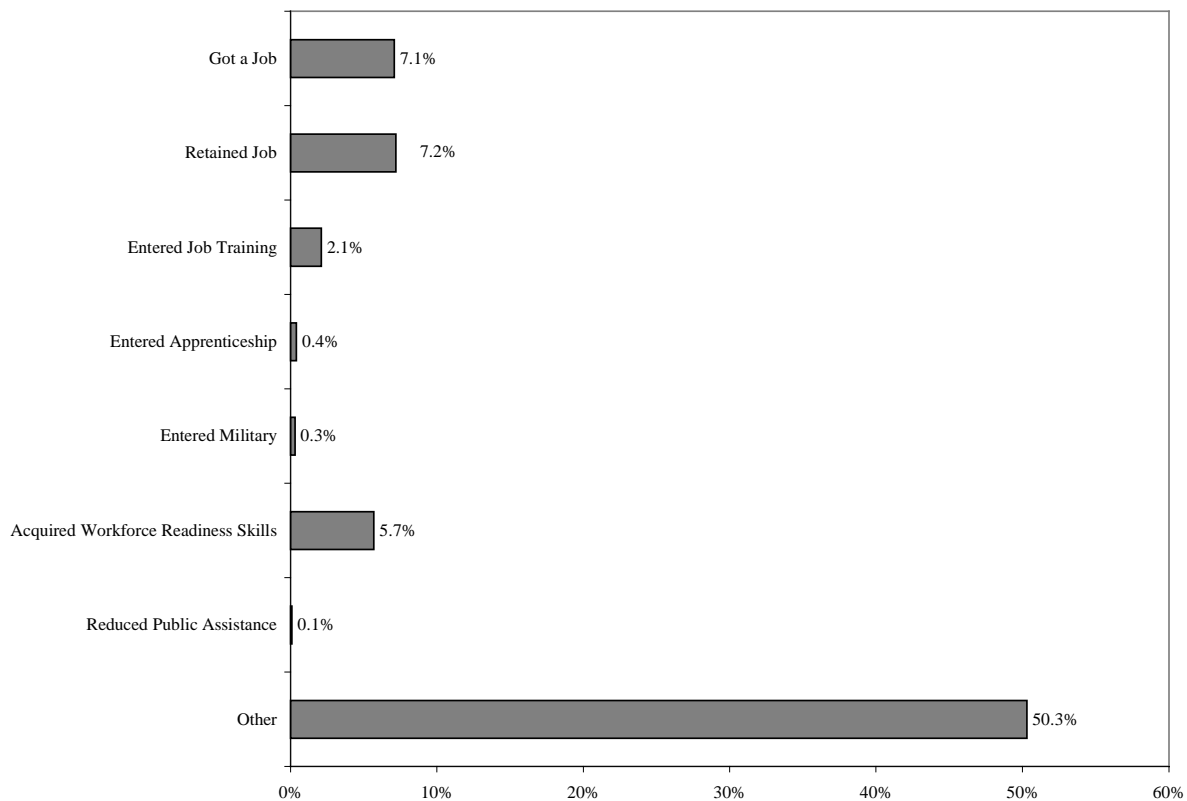
## Learner Results

The Student Update Record collected data on learner results to allow the documentation of changes that occurred for learners during the instructional period. Learner results are 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. As first noted in chapter 4, the outcome descriptions have been modified in some cases to more closely align with current NRS standards. This will have an impact on trend analysis, as the new defined outcomes aggregate, in some cases, the values of several old-field outcomes. This mainly affects the “other” category, which will be inflated for 1999-00, although descriptions of what this category comprised are included in the text.

Within the employment outcome category, the most common responses was other (50.3 percent), which in this case includes learners who endorsed other, in addition to those who endorsed meeting their personal goal or acquiring a volunteer job. A high proportion of special education learners also indicated having acquired employment (7.1 percent), retained employment (7.2 percent), or acquired workforce readiness skills (5.7 percent). In all three cases, this was a substantial increase of almost seven fold from 1998-99. Based on these findings it also appears as though special education learners are realizing outcomes other than those presented as options on the Student Update Record. See Figure 9.5.

**Figure 9.5**

### Employment Outcomes Endorsed by Special Education Learners (1999-00)



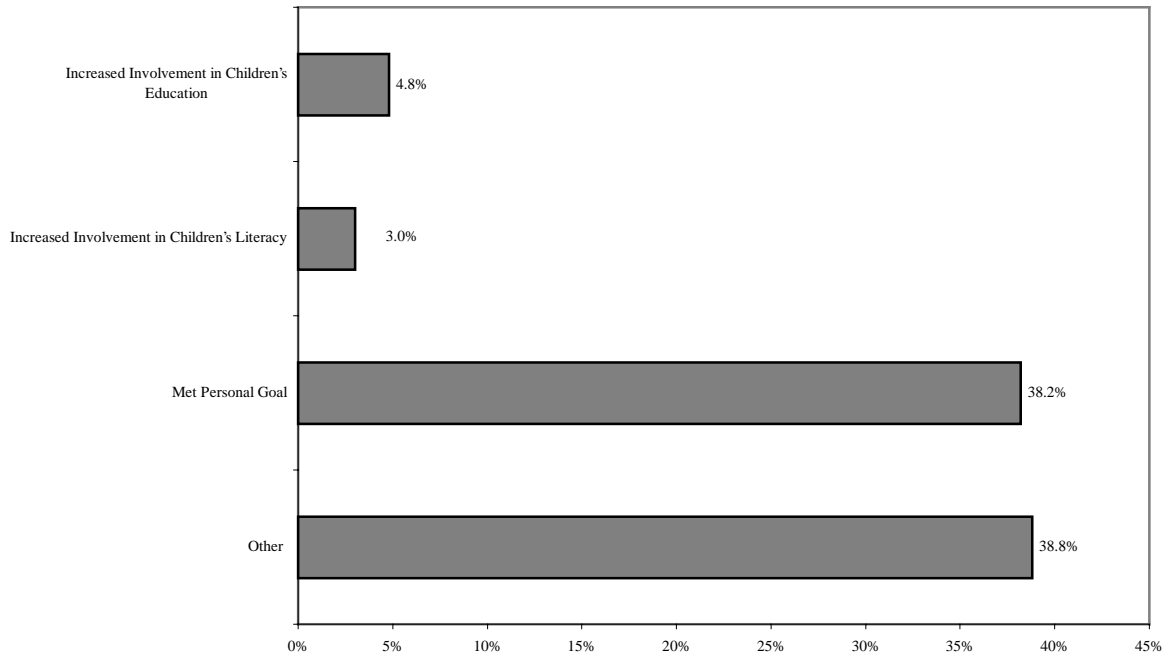
CASAS 2001

Note:  $N = 2,415$

In the personal/family category, the most commonly cited outcomes were met personal goal (38.2 percent) and other (38.8 percent). In this case other comprised improvement of communication skills and positive lifestyle changes, in addition to those who endorsed an outcome not included on the list. The positive outcomes of increased involvement in children’s education or literacy activities accounted for a combined 7.8 percent of the participants. See Figure 9.6.

**Figure 9.6**

**Personal/ Family Outcomes Endorsed by Special Education Learners (1999-00)**



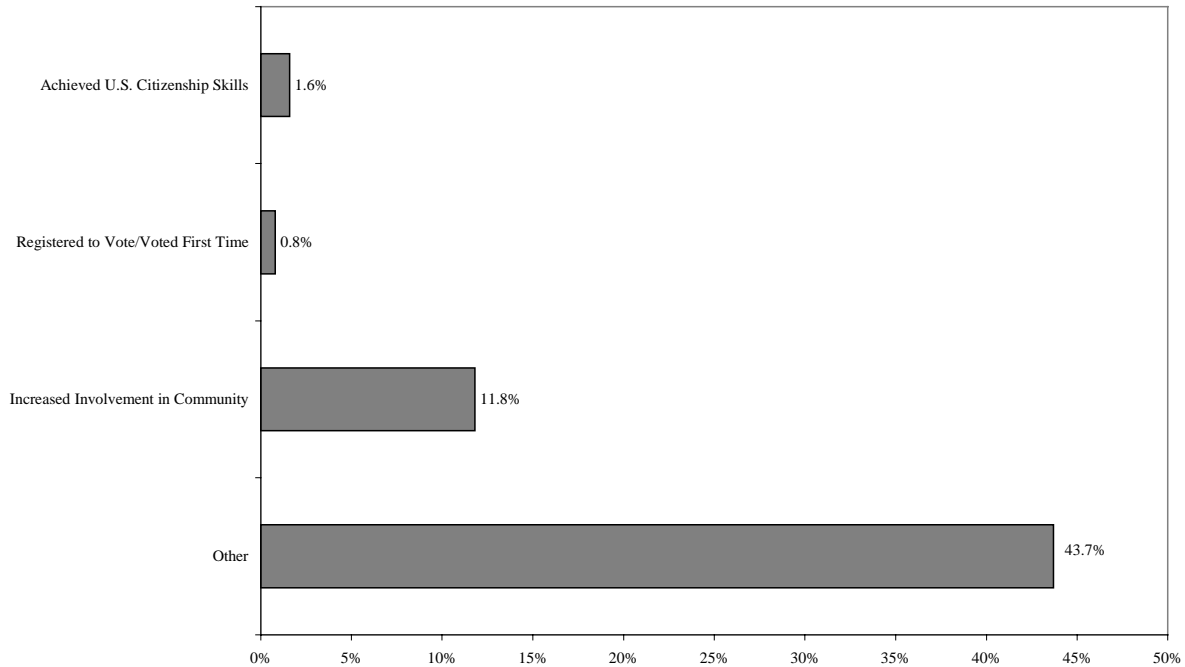
CASAS 2001

Note:  $N = 2,415$

For the community outcome cluster, other (43.7 percent) and increased involvement in the community (11.8 percent) were the two most heavily cited responses. Other in this case comprised meeting of personal goal, increasing consumer awareness, making informed choices, and those who endorsed other. The 1.6 percent who indicated having achieved U.S. citizenship skills was substantially higher than 1998-99 (0.2 percent passed citizenship test and 0.2 percent received U.S. citizenship). See Figure 9.7.

**Figure 9.7**

**Community Outcomes Endorsed by Special Education Learners (1999-00)**

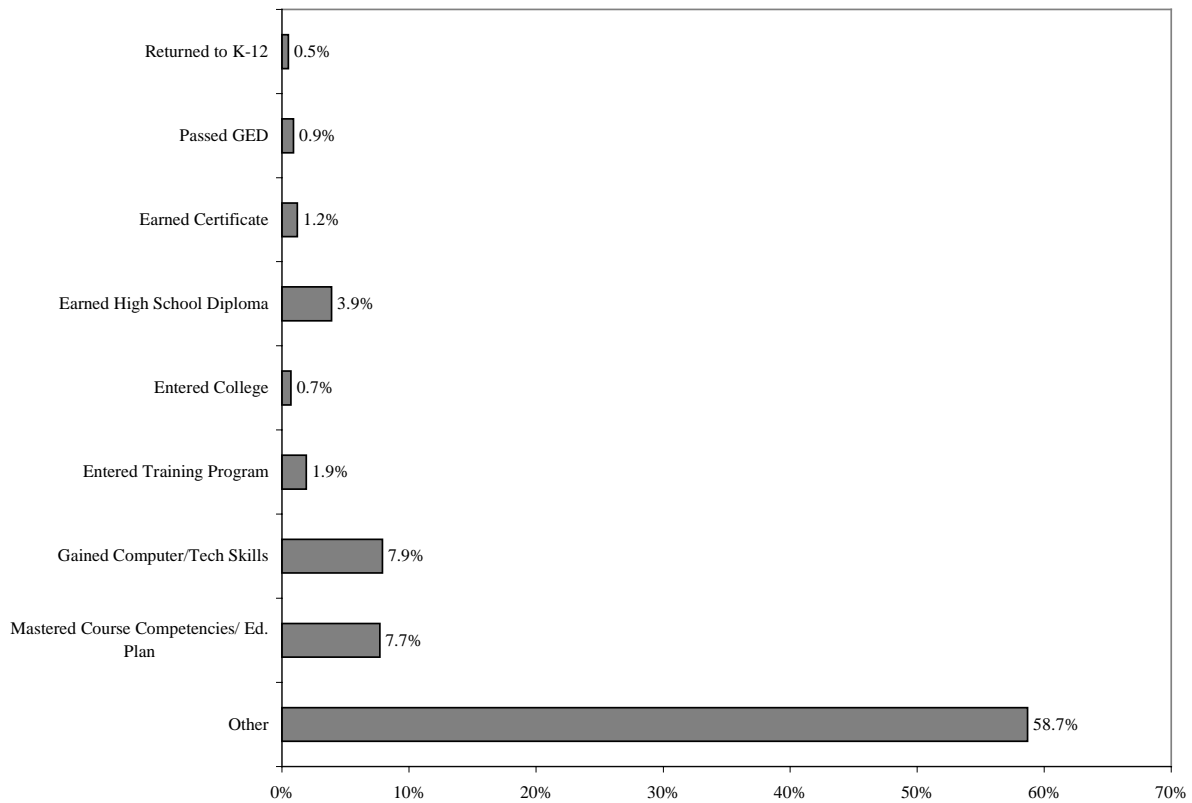


CASAS 2001

Note:  $N = 2,415$

For the educational outcome section, other (58.7 percent) was again the most oft-cited response. Other included learners who endorsed other, in addition to those who endorsed meeting their personal goal, earning high school credits, or demonstrating the ability to apply skills. A promising 7.9 percent indicated having gained computer, technical skills, or both, a significant increase from 1998-99. In addition, 7.7 percent of special education learners indicated having mastered course competencies or their educational plan, and a surprising 3.9 percent indicated having earned a high school diploma. See Figure 9.8.

**Figure 9.8**  
**Educational Outcomes Endorsed by Special Education Learners (1999-00)**



CASAS 2001

Note:  $N = 2,415$

## TEST SCORES AND LEARNING GAINS

### Pretest Scores

Most special education learners' literacy skills were assessed with tests specifically designed by CASAS for the special needs population. There are three levels of these tests, each measuring a different life skill literacy level. See Table 9.2. The tests increase incrementally in value from the least difficult (4A) to the most difficult (2A). These tests were individually administered without strict time limits. The examiner marked the answer sheet with the responses indicated by the learners. Close to one-half (45.1 percent) of special education learners were assessed with the same life skill progress tests (level A and B) that were given to ABE and ESL learners. See Table 9.3.

**Table 9.2**

### Interpreting CASAS Special Education Scores

Form 4A	Learners can identify symbols related to independent living
Form 3A	Learner can read symbols and survival words related to independent living and employment
Form 2A	Learner can identify phrases and sentences related to independent living and employment

*CASAS 2001*

**Table 9.3**

### Special Education Population Mean Reading Pretest Results (1999-00)

<u>Reading Levels</u>	<u>Mean</u>	<u>N</u>	<u>%</u>
4A (130-160)	151.2	169	16.3
3A (161-180)	171.0	253	24.4
2A (181-190)	185.8	147	14.2
A (191-199)	195.5	127	12.3
B (200-214)	206.0	340	32.8
<b>Total Mean</b>	<b>184.4</b>	<b>1,036</b>	<b>100.0</b>

*CASAS 2001*

The mean reading pretest score for the special education population was 184.4, an increase of three percent from 1998-99. The largest proportion (32.8 percent) of learners were tested at the B level, as opposed to 1998-99 when the largest proportion were tested using the 3A form (32.5 percent). It should be noted, however, that this test form was the second most predominantly used for 1999-00 (24.4 percent), followed by the 4A (16.3 percent), and the 2A (14.2 percent). See Table 9.3 above.

### Learning Gains

A total of 695 paired test scores were collected for 1999-00, yielding an average learning gain of 5.4 points on the CASAS scale. This is a somewhat surprising result based on historical findings for this group, especially the seven points mean gain at the B level. The group with the highest mean score was the 4A sample (7.2 points), followed by the B level mentioned above and the A level (5.1 points). The lowest learning gains were evidenced among the 3A group with a mean 3.1 points. As can be seen from the proportional representation, those with paired data tended to be divided in a similar fashion to those with pretests, although the 3A level was slightly overrepresented here and the A level moderately underrepresented. See Table 9.4.

**Table 9.4**

#### **Special Education Population Learning Gains Results (1999-00)**

<b>Reading Level</b>	<b>Pretest Mean</b>	<b>Learning Gain Mean</b>	<b>N</b>	<b>%</b>
4A (130-160)	151.3	7.2	133	19.1
3A (161-180)	170.8	3.1	179	25.8
2A (181-190)	185.7	3.9	100	14.4
A (191-199)	196.0	5.1	64	9.2
B (200-214)	206.0	7.0	219	31.5
<b>Total</b>	<b>182.6</b>	<b>5.4</b>	<b>695</b>	<b>100.0</b>

*CASAS 2001*

## 10 ABE 225/231 FUNDING CATEGORY COMPARISON

*Chapter 10 provides demographic and program services information about individuals served in California's ABE 225/231 programs, separated by funding category.*

### **Data Highlights**

- 231 learners were served primarily in adult schools (89.1 percent) and community college districts (10.1 percent), while 225 learners were served predominantly in the California Department of Corrections (51.6 percent), jail programs (24.7 percent), and the California Youth Authority (17.8 percent).
- ESL programs served the majority of 231 learners (69.7 percent) and ABE programs served the majority of 225 learners (67.4 percent).
- Adult secondary programs served nearly equal proportions of learners in 231 (20.3 percent) and 225 (20.7 percent) programs.
- The instructional level upon entry did not vary substantially between 225 and 231 programs.
- The vast majority of learners in 225 (86.1 percent) were male, while a smaller majority of 231 learners were female (55.4 percent).
- The age distribution for 225 and 231 was quite similar, although 231 has a larger proportion of learners under 30.
- Hispanics comprised the majority of 231 (66.1 percent) and 225 (44.3 percent) learners.
- Significantly higher percentages of whites (22.4) and blacks (26.2) were found in 225 programs.
- Spanish was the most common native language for 231 learners (61.2 percent), while English was the most common language for 225 learners (68.4 percent).
- Both 231 and 225 programs had large proportions of learners with no formal degree, although 225 programs (78.2 percent) showed a higher proportion than 231 (61.4 percent).
- More 225 learners enrolled to obtain a high school diploma or GED (40.9 percent), while more 231 learners enrolled to improve basic or English skills (47.3 percent).
- 231 programs had more learners completing a level and moving up (19.7 percent versus 6.4 percent), while 225 programs had more learners remaining at the same level (43.3 percent versus 33.2 percent).
- Mean reading pretest scores were similar for 231 and 225 programs in both ABE (228.6 and 227.5, respectively) and ESL (208.2 and 209.4, respectively).
- Mean learning gains were moderately higher for 231 learners.

### **BACKGROUND**

There are two main funding categories for WIA Title II. The first, which encompasses the majority of learners in ABE 231 programs, is Section 231 funding. The other is Section 225 funding, which CDE offers to programs for corrections education and other institutionalized individuals. The California State Plan mandates that CDE require all eligible providers for Sections 225 and/or 231 to use the same

application and follow the same application process, so that these applications can be judged by the same review and scoring criteria.

As further defined in the state plan, Section 225 requires for each fiscal year, that each eligible agency carry out corrections education or education for other institutionalized individuals. CDE is charged with ensuring that no more than ten percent of the total local assistance grant or contract funds be allocated to Section 225 programs.

The funds are made available to the three of the four state agencies: California Department of Corrections (CDC), California Youth Authority (CYA), and the Department of Developmental Services (CDDS). In addition, local jail programs are eligible for 225 funding.

The state plan mandates that the following activities be addressed within the 225 population:

- Increasing the use of computer technology to enhance instruction
- Promoting teacher professionalism and growth through exposure to model programs
- Developing and implementing innovative approaches to provide core curriculum instruction while learners are increasing their basic skills
- Preparing learners to receive a high school diploma or its equivalent
- Preparing learners to make a successful transition to the community
- Preparing learners to gain employment

The goals for ABE 231 learners are quite similar, although in a non-correctional or institutional setting.

### **Institutional Settings**

There are 33 state prisons, five developmental centers, four state hospitals, and 16 youth authority institutions providing adult education programs to institutionalized adults and inmates. These programs include educational services targeted at Priority 1, ABE and ESL literacy levels for learners reading below the fifth grade; Priority 3, ABE and ESL literacy levels below the eighth grade level; and Priority 5, ASE literacy levels below the twelfth grade level.

In addition, all 58 California counties use county jail facilities. Inmates are usually housed for a period of up to two years, before being transferred to another facility, or being released after serving their sentence. Typically, jail education programs address adult educational skill levels that are within Priorities 1, 3, and 5. These programs are offered by county offices of education, school districts, and community colleges – although in the information that follows they will be denoted as jails.

Other facilities such as state hospitals, rehabilitation centers and limited retention facilities that provide literacy services to inmates receive services from adult schools, libraries, and community-based organizations.

## PROGRAM INFORMATION

Program information was provided on the Student Entry, Student Update, and Test records. The remainder of this chapter presents data delineated by funding category (Section 231 versus 225), with the overall totals included in the third column.

### Provider Type

ABE 231 learners were served primarily in adult schools (89.1 percent) and community college districts (10.1 percent). The other program types that served 231 learners were community-based organizations, county offices of education, library literacy programs, and CCC. ABE 225 learners, on the other hand, were served in jails (24.7 percent), CDC (51.6 percent), CDDS (5.9 percent), and CYA (17.8 percent). See Table 10.1.

**Table 10.1**

### Provider Type by Funding Category (1999-00)

Provider Type	231		225		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult	450,994	89.1	0	0.0	450,994	84.1
CBO	2,066	0.4	0	0.0	2,066	0.4
CCD	51,156	10.1	0	0.0	51,156	9.5
COE	167	0.0	0	0.0	167	0.0
Jails	0	0.0	7,504	24.7	7,504	1.4
Library Literacy	884	0.2	0	0.0	884	0.2
CCC	1,213	0.2	0	0.0	1,213	0.2
CDC	0	0.0	15,662	51.6	15,662	2.9
CDDS	0	0.0	1,786	5.9	1,786	0.3
CYA	0	0.0	5,401	17.8	5,401	1.0
<b>Total</b>	<b>506,480</b>	<b>100.0</b>	<b>30,353</b>	<b>100.0</b>	<b>536,833</b>	<b>100.0</b>

CASAS 2001

### Instructional Program

The majority of 231 learners were ESL (69.7 percent), while the majority of 225 learners were ABE (67.4 percent). The remainder of 231 learners were in ASE (20.3 percent) and ABE (7.2 percent), with an additional 2.8 percent in ESL-Citizenship. Learners in 225 programs, on the other hand, had no representation in ESL-Citizenship, although they also had a large proportion of learners in ASE (20.7 percent). ESL only accounted for 11.9 percent of 225 learners. See Table 10.2.

**Table 10.2**

#### **Instructional Program by Funding Category (1999-00)**

Instructional Program	231		225		Total	
	N	%	N	%	N	%
ABE	36,462	7.2	20,436	67.4	56,898	10.6
ESL	352,291	69.7	3,596	11.9	355,887	66.5
ESL-Citizenship	14,135	2.8	0	0.0	14,135	2.6
ASE	102,783	20.3	6,275	20.7	109,058	20.3
<b>Total</b>	<b>505,671</b>	<b>100.0</b>	<b>30,307</b>	<b>100.0</b>	<b>535,978</b>	<b>100.0</b>

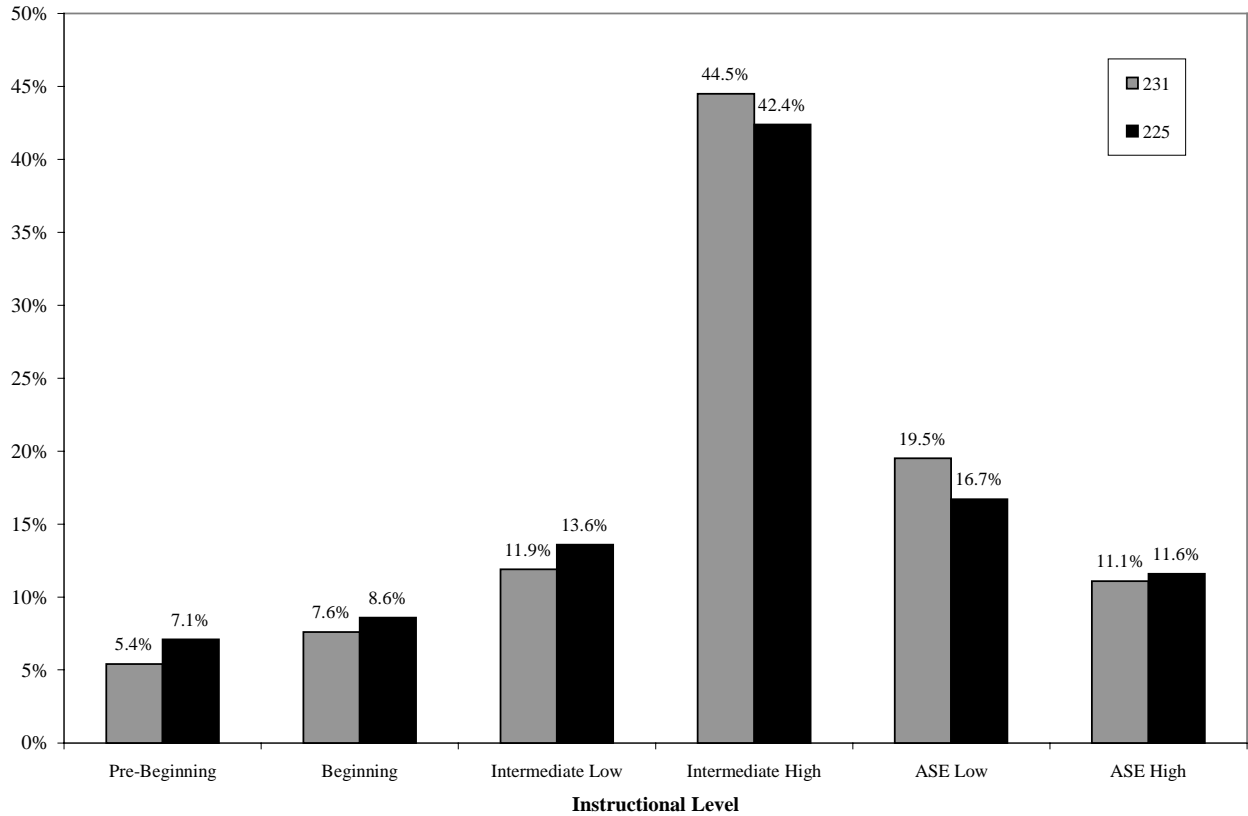
*CASAS 2001*

## Instructional Level Upon Entry

**ABE/ASE:** The distribution of learners across instructional level did not vary significantly between the 231 and 225 populations. A larger share of 225 learners were at the beginning levels (15.7 percent versus 13 percent)

**Figure 10.1**

**ABE & ASE Learners' Instructional Level at Entry by Funding Category (1999-00)**



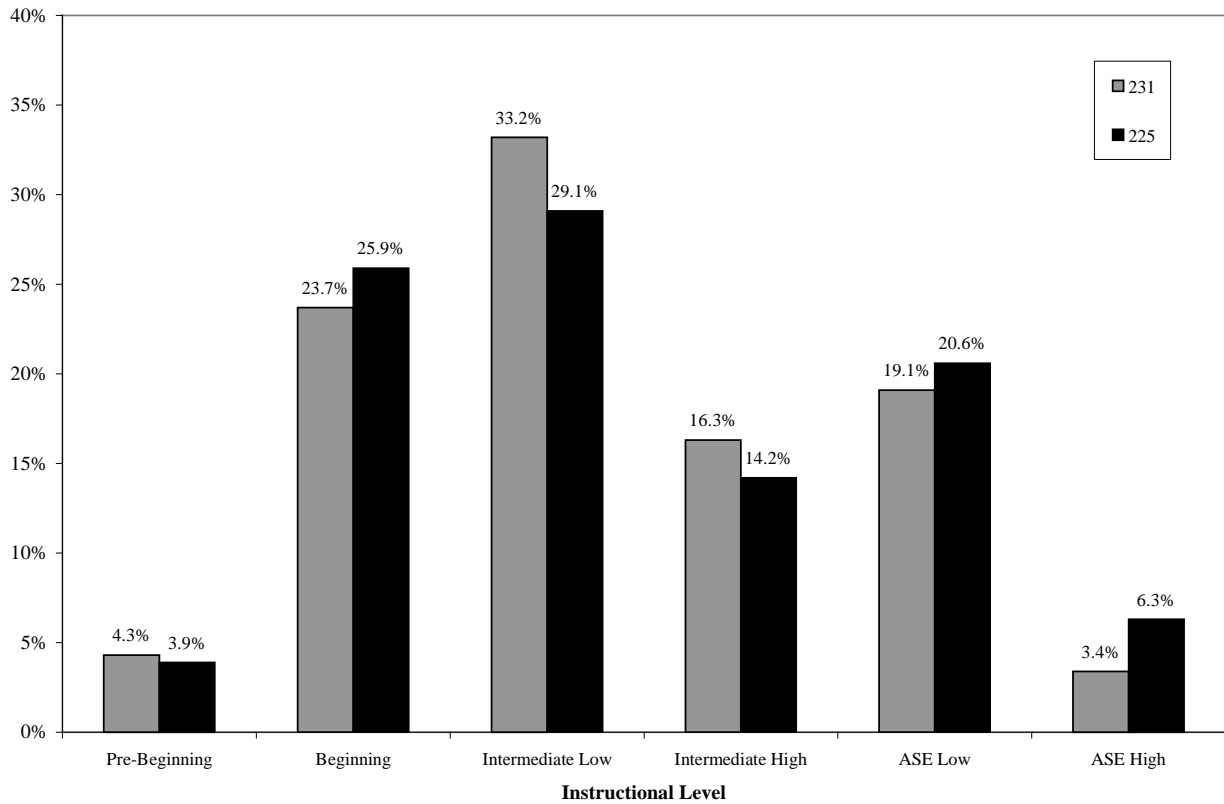
CASAS 2001

Note: ABE N = 39,475

**ESL:** There was a smaller proportion of ESL beginning level learners in 231 (28 percent) than 225 programs (29.8 percent) and a large proportion of intermediate learners (49.5 versus 43.3 percent). At the two adult secondary levels, there was more proportional representation among 225 learners (26.9 percent) than 231 (22.5 percent). See Figure 10.2.

**Figure 10.2**

**ESL Learners' Instructional Level at Entry by Funding Category (1999-00)**



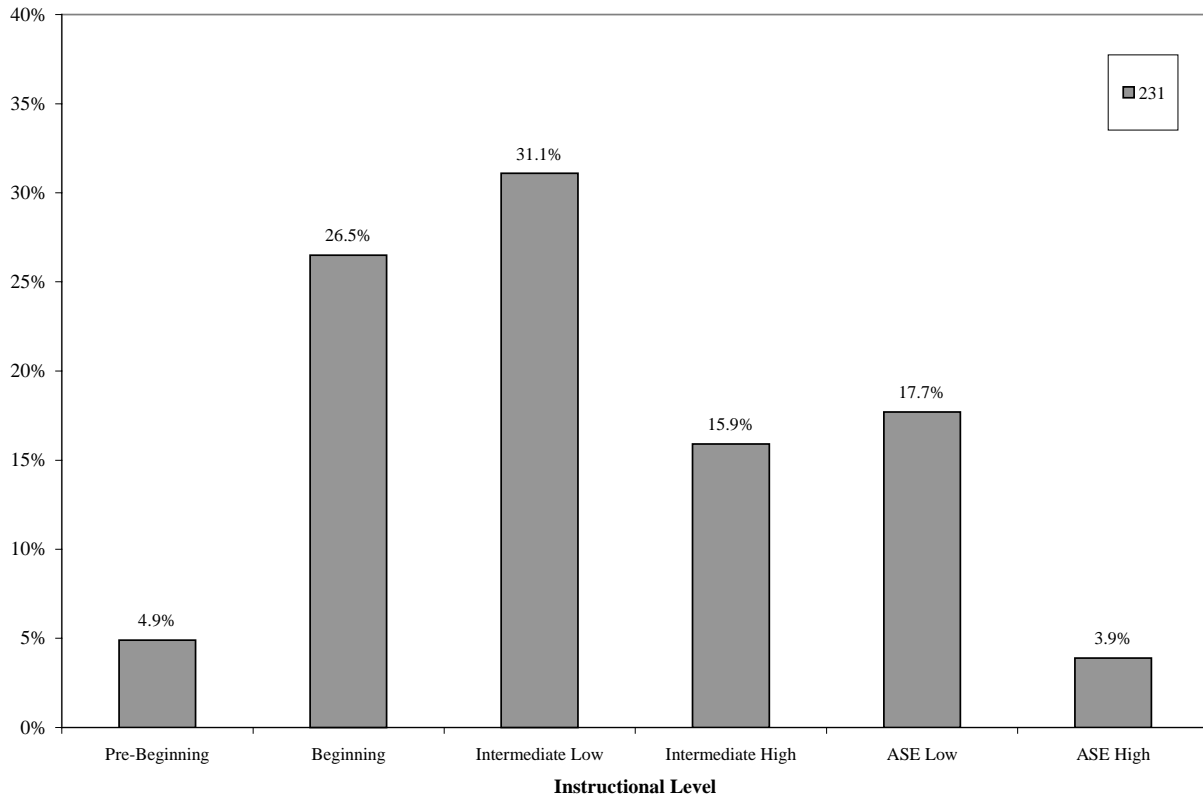
CASAS 2001

Note: ESL N = 176,724

**ESL-Citizenship:** There were no ESL-Citizenship learners in 225 programs. The percentages for 231 learners are included in Figure 10.3 below.

**Figure 10.3**

**ESL-Citizenship Learners' Instructional Level at Entry by Funding Category (1999-00)**



CASAS 2001

Note: ESL-Cit N = 5,949

## LEARNER INFORMATION

Learners, instructors, and program administrators provided demographic information on Student Entry Record forms. The information provided included the learners' gender, age, ethnic background, native language, highest degree earned, number of years of school completed, and reason for enrollment.

### Gender

The vast majority of learners in 225 programs were male (86.1 percent). In 231 programs, a smaller majority were female (55.4 percent). See Table 10.3.

**Table 10.3**

#### **Learner Gender by Funding Category (1999-00)**

<b>Gender</b>	<b>231</b>		<b>225</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Male	215,763	44.6	24,910	86.1	240,673	47.0
Female	267,747	55.4	4,031	13.9	271,778	53.0
<b>Total</b>	<b>483,510</b>	<b>100.0</b>	<b>28,941</b>	<b>100.0</b>	<b>512,451</b>	<b>100.0</b>

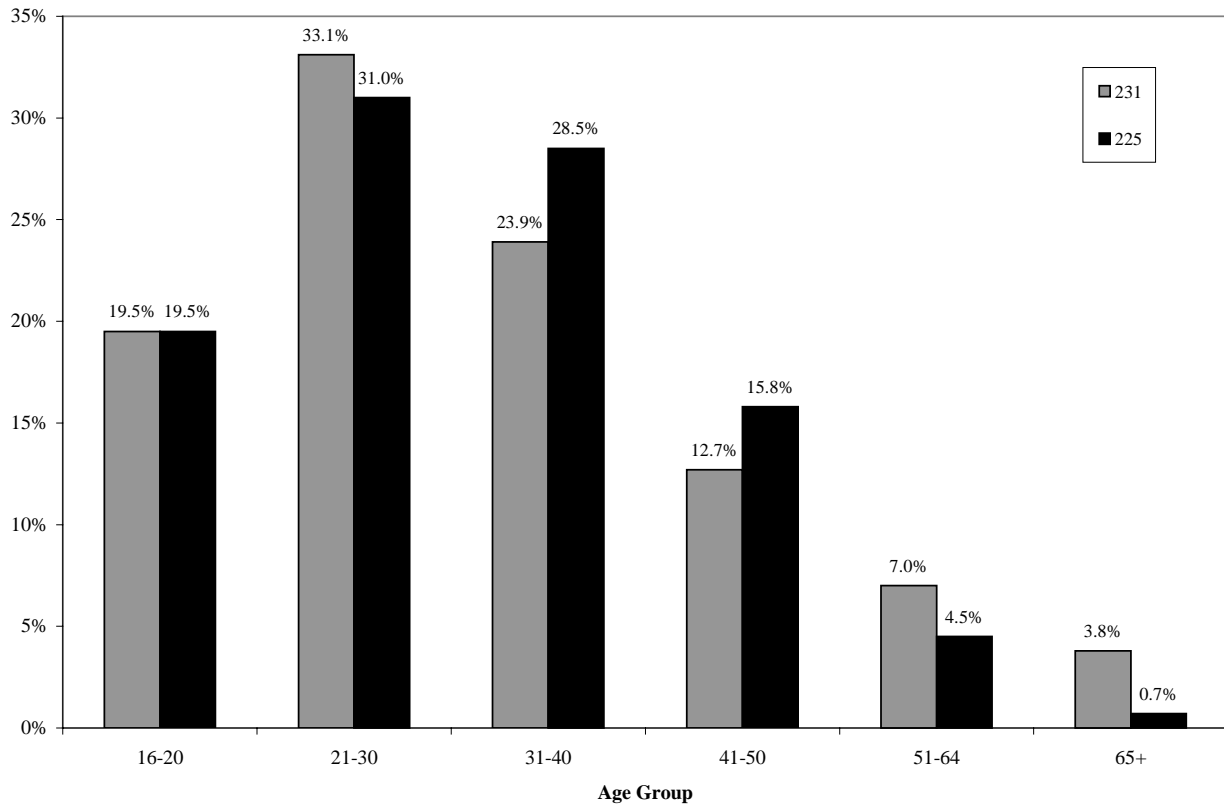
*CASAS 2001*

## Age

The age distribution for 225 and 231 learners was quite similar, although 225 programs had a larger proportion of learners between the ages of 31 and 50 (44.3 percent versus 36.6 percent), and 231 programs had a larger proportion between 21 and 30 (33.1 percent versus 31 percent). See Figure 10.4.

**Figure 10.4**

**Age by Funding Category (1999-00)**



CASAS 2001

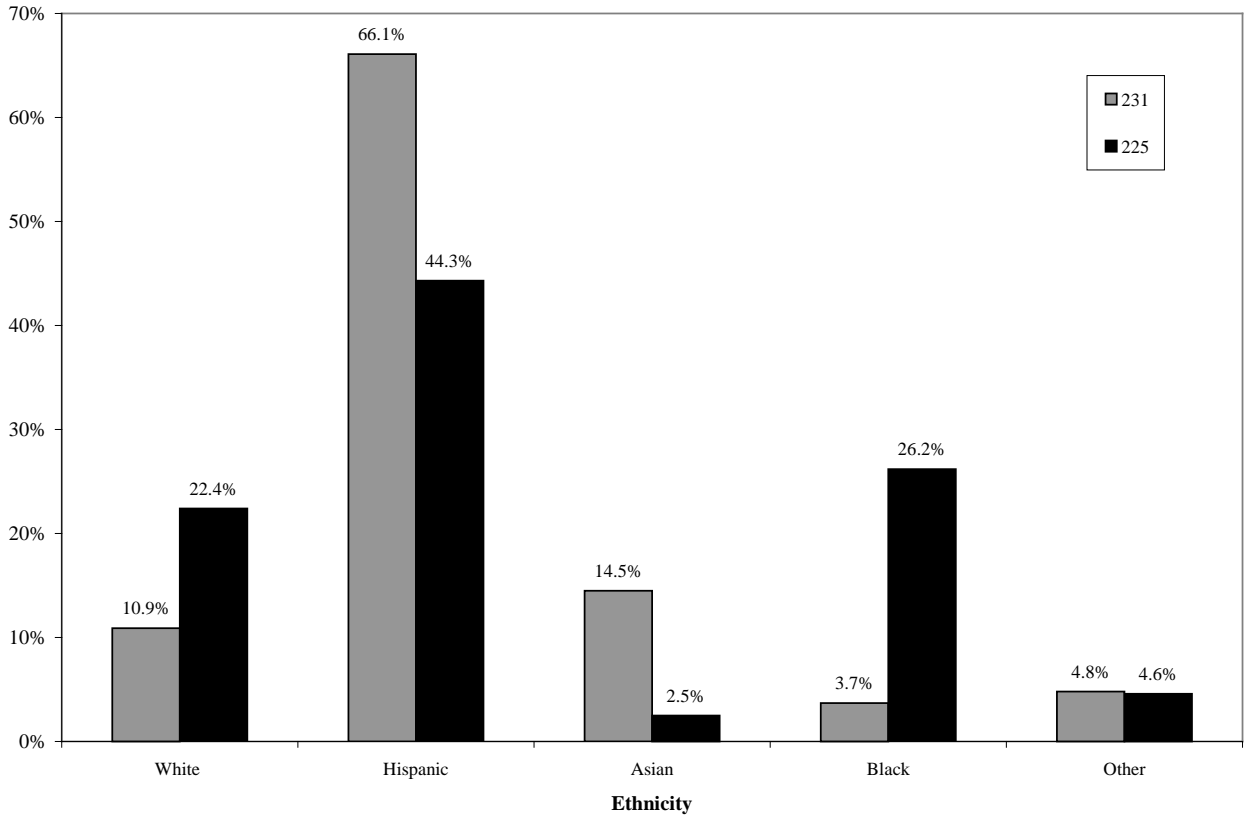
Note: N = 501,410

### Ethnic Background

There were substantially more whites in 225 (22.4 percent) versus 231 (10.9 percent) programs, as a proportion of the total. Hispanics, on the other hand, were significantly more represented in 231 programs (66.1 versus 44.3 percent). In addition, there were more Asians in 231 programs (14.5 percent), while there was substantially higher representation of black learners in 225 (26.2 percent). See Figure 10.5.

**Figure 10.5**

**Ethnicity by Funding Category (1999-00)**



CASAS 2001

Note:  $N = 497,951$

### Native Language

225 programs had a preponderance of their learners speaking English as their native language (68.4 percent), while 231 programs have Spanish (61.2 percent) as the predominant native tongue. See Table 10.4.

**Table 10.4**

#### **Primary Language by Funding Category (1999-00)**

Language	231		225		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
English	85,813	18.5	19,272	68.4	105,085	21.3
Spanish	283,764	61.2	8,019	28.4	291,783	59.4
Vietnamese	12,702	2.7	203	0.7	12,905	2.6
Chinese	26,883	5.8	59	0.2	26,942	5.5
Hmong	1,531	0.3	93	0.3	1,624	0.3
Cambodian	1,426	0.3	85	0.3	1,511	0.3
Tagalog	2,573	0.6	89	0.3	2,662	0.5
Korean	9,963	2.1	26	0.1	9,989	2.0
Lao	896	0.2	67	0.2	963	0.2
Russian	8,055	1.7	16	0.1	8,071	1.6
Farsi	3,842	0.8	8	0.0	3,850	0.8
Other	26,707	5.8	293	1.0	27,000	5.5
<b>Total</b>	<b>464,155</b>	<b>100.0</b>	<b>28,230</b>	<b>100.0</b>	<b>492,385</b>	<b>100.0</b>

CASAS 2001

### Highest Degree Earned

The majority of learners in both 231 and 225 programs had earned no degree upon entry in the program, although 225 programs (78.2 percent) had a significantly higher proportion than the 61.4 percent in 231 programs. Learners in 231 programs had higher proportions with a high school or GED (23.7 versus 18.3 percent), a technical degree (3.9 versus 1.5 percent) and a four-year college degree (4.6 versus 0.4 percent). See Table 10.5.

**Table 10.5**

#### **Highest Degree Earned by Funding Category (1999-00)**

<b>Highest Degree</b>	<b>231</b>		<b>225</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
None	267,738	61.4	22,149	78.2	289,887	62.3
GED Certificate	11,701	2.7	2,111	7.5	13,812	3.0
High School Diploma	91,496	21.0	3,047	10.8	94,543	20.3
Tech Certificate	17,136	3.9	411	1.5	17,547	3.8
A.A. / A.S.	7,060	1.6	176	0.6	7,236	1.6
4-Year College	20,213	4.6	113	0.4	20,326	4.4
Graduate Studies	8,871	2.0	51	0.2	8,922	1.9
Other	12,424	2.8	223	0.8	12,647	2.7
<b>Total</b>	<b>436,639</b>	<b>100.0</b>	<b>28,281</b>	<b>100.0</b>	<b>464,920</b>	<b>100.0</b>

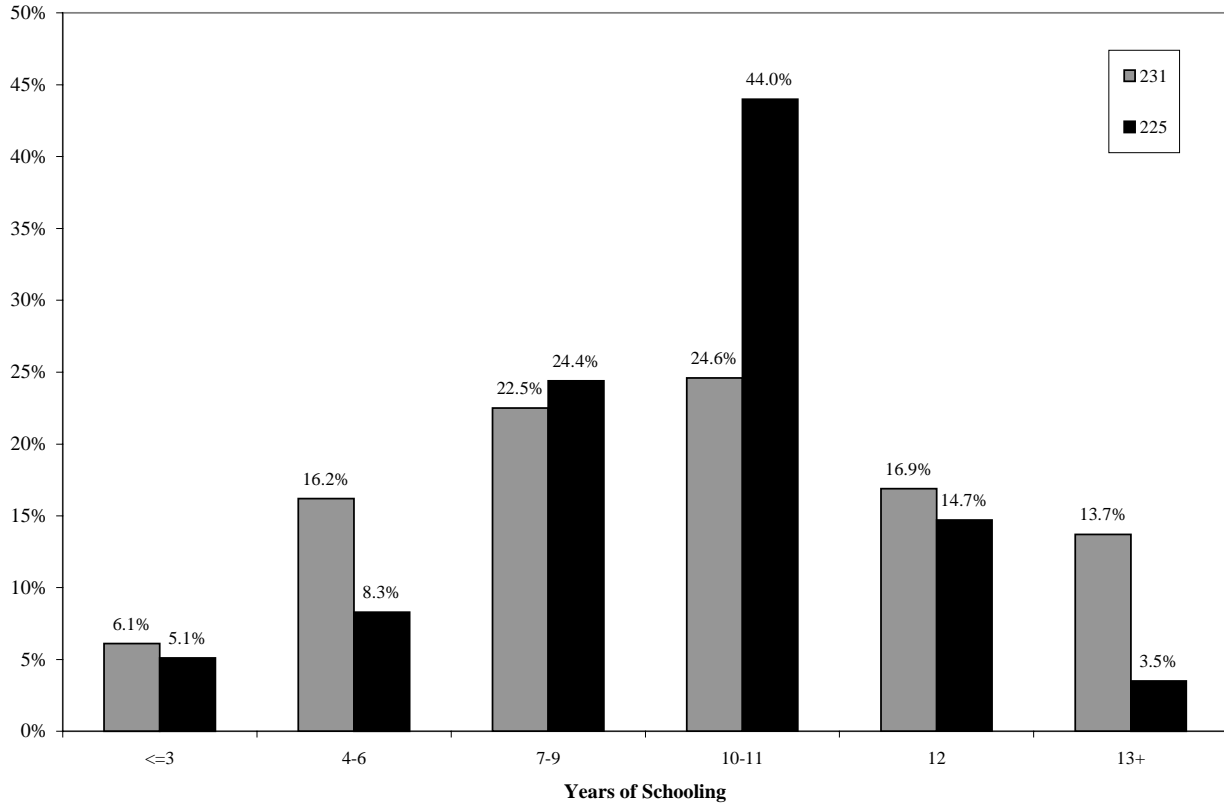
CASAS 2001

### Years of Schooling

Although 225 learners had a smaller proportion of learners with a formal degree, they had slightly higher mean years of schooling of 9.48 versus 9.22. Learners in 225 programs had higher proportions with between seven and 11 years of schooling (68.4 versus 47.1 percent), although they had fewer with 12 or more (18.2 versus 30.6 percent). See Figure 10.6.

**Figure 10.6**

**Years of Schooling by Funding Category (1999-00)**



CASAS 2001

Note: N = 452,963

### Reasons for Enrollment

Large proportions of both 225 (40.9 percent) and 231 (25 percent) programs had attainment of high school diploma or GED as a primary goal. Learners in 231 programs had a larger proportion citing improvement of basic skills and English skills (47.3 percent) than did 225 learners (29.2 percent). A large percent (22.9) of 225 learners enrolled for a reason not listed, although based on prior years' data the assumption is that the main unknown reason is "mandated." See Table 10.6.

**Table 10.6**

#### Reason for Enrollment by Funding Category (1999-00)

Reason for Enrollment	Primary Reason			Secondary Reason		
	231 %	225 %	Total %	231 %	225 %	Total %
Improve Basic Skills	20.5	27.1	20.9	19.4	35.7	20.4
Improve English Skills	26.8	2.1	25.5	23.4	2.8	22.4
H.S Diploma/ GED	25.0	40.9	25.9	5.7	23.6	6.7
Get Job	8.0	3.0	7.7	13.1	9.6	12.9
Retain Job	5.5	0.6	5.2	9.5	2.4	9.1
Enter College or Training	0.4	0.1	0.4	1.2	0.1	1.1
Work-Based Project	0.0	0.0	0.0	0.0	0.0	0.0
Family Goal	0.0	0.0	0.0	0.0	0.0	0.0
U.S. Citizenship	3.5	0.0	3.3	3.2	0.3	3.0
Military	0.2	0.1	0.1	0.7	0.1	0.5
Personal Goal	7.9	3.2	7.6	15.8	11.5	15.6
None	N/A	N/A	0.0	5.4	5.8	5.4
Other	2.2	22.9	3.4	2.6	8.1	2.9
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

CASAS 2001

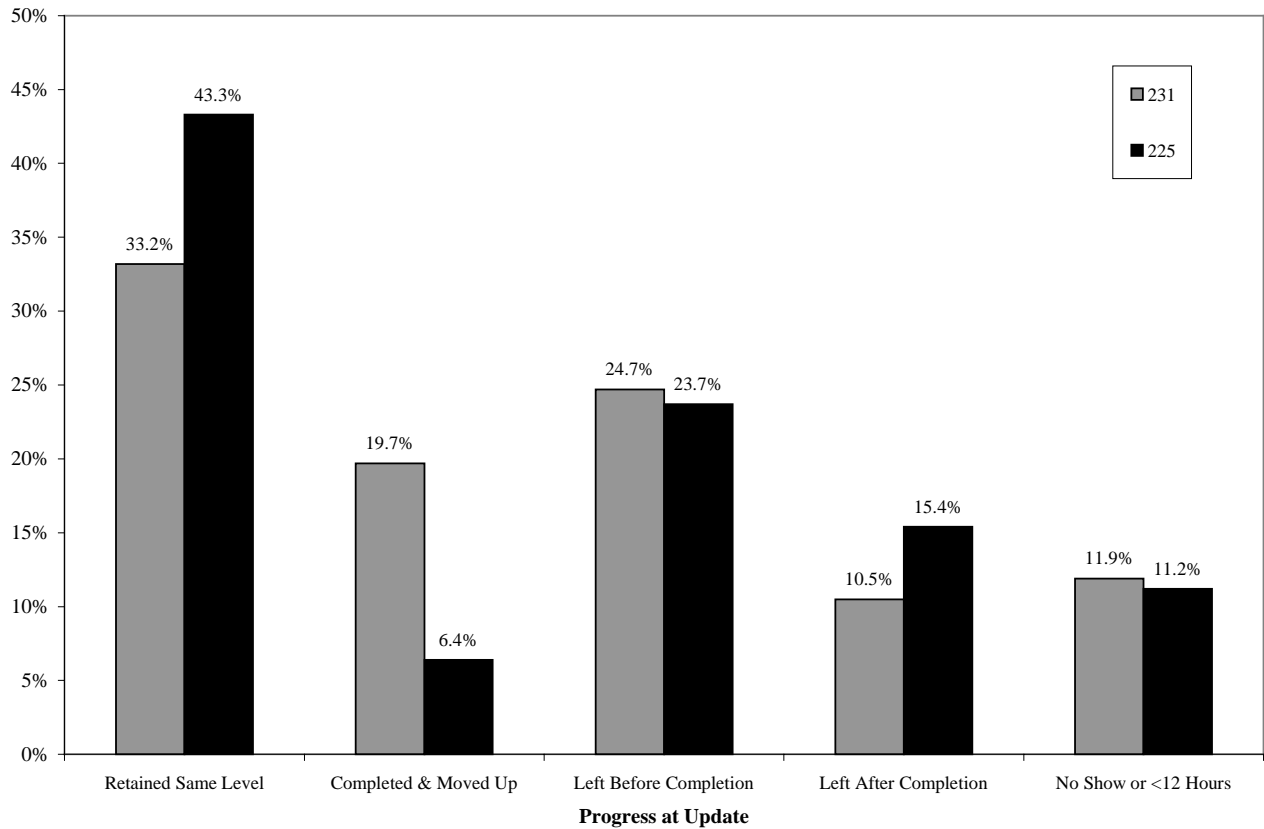
## GOAL ATTAINMENT INFORMATION

### Learner Enrollment Status

A larger proportion of 225 learners were retained at the same level (43.3 percent) than 231 learners (33.2 percent). This is coupled with a substantially higher share of learners in 231 programs completing a level and moving to a higher level (19.7 versus 6.4 percent). A small portion of this gap is addressed by the larger share of 225 learners who left after completion of goal or level (15.4 percent versus 10.5 percent), but it seems as though learners in 231 programs are completing their level or goal at a higher rate than learners in 225 programs. This may be partially explained by the relatively transient characteristics of the 225 population. See Figure 10.7.

**Figure 10.7**

### Enrollment Status by Funding Category (1999-00)



CASAS 2001

Note:  $N = 392,552$

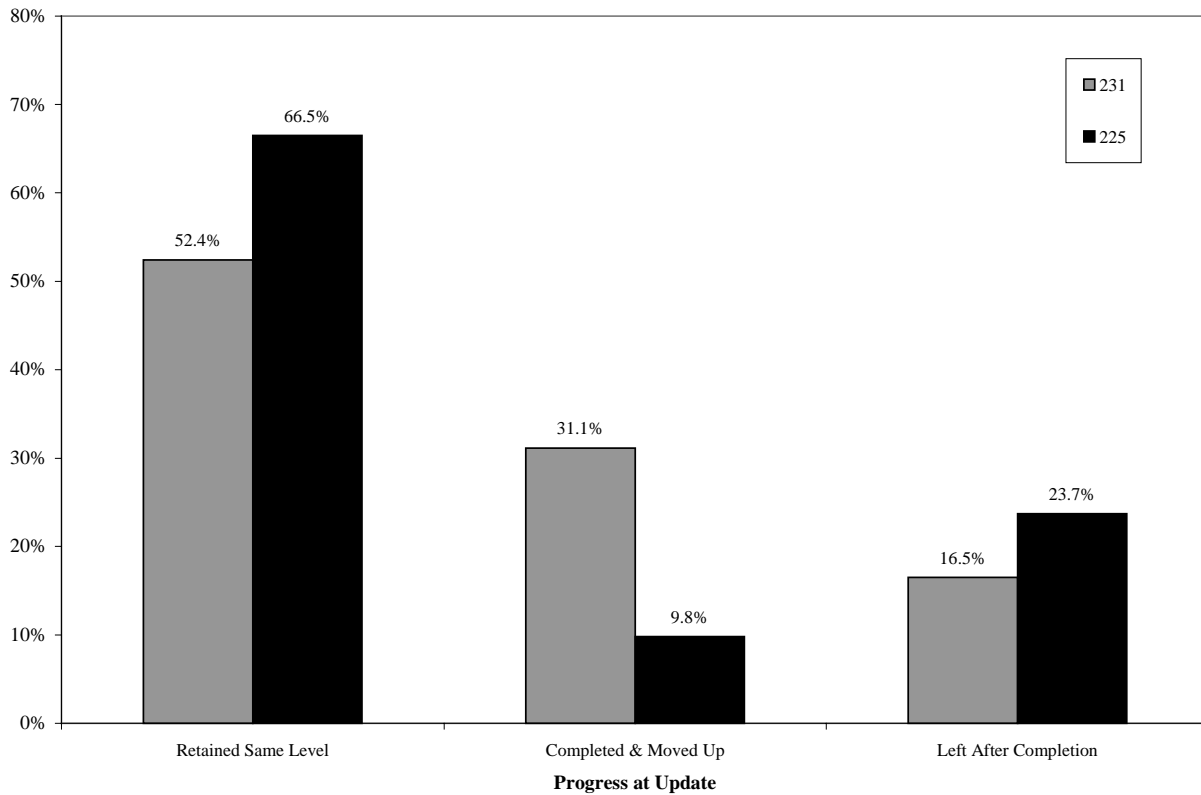
### Learner Progress

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 those learners who completed their level or goal. Learner progress thus encompasses the three options from above: retained in program at same level, completed and moved up, or left after completion.

As with the analysis above, 231 programs had a substantially larger proportion of learners moving to a higher level (more than three times as many percentage wise), and fewer remaining at the same level (52.4 percent versus the 66.5 percent in 225 programs). See Figure 10.8.

**Figure 10.8**

**Learner Progress by Funding Category (1999-00)**



CASAS 2001

Note:  $N = 249,318$

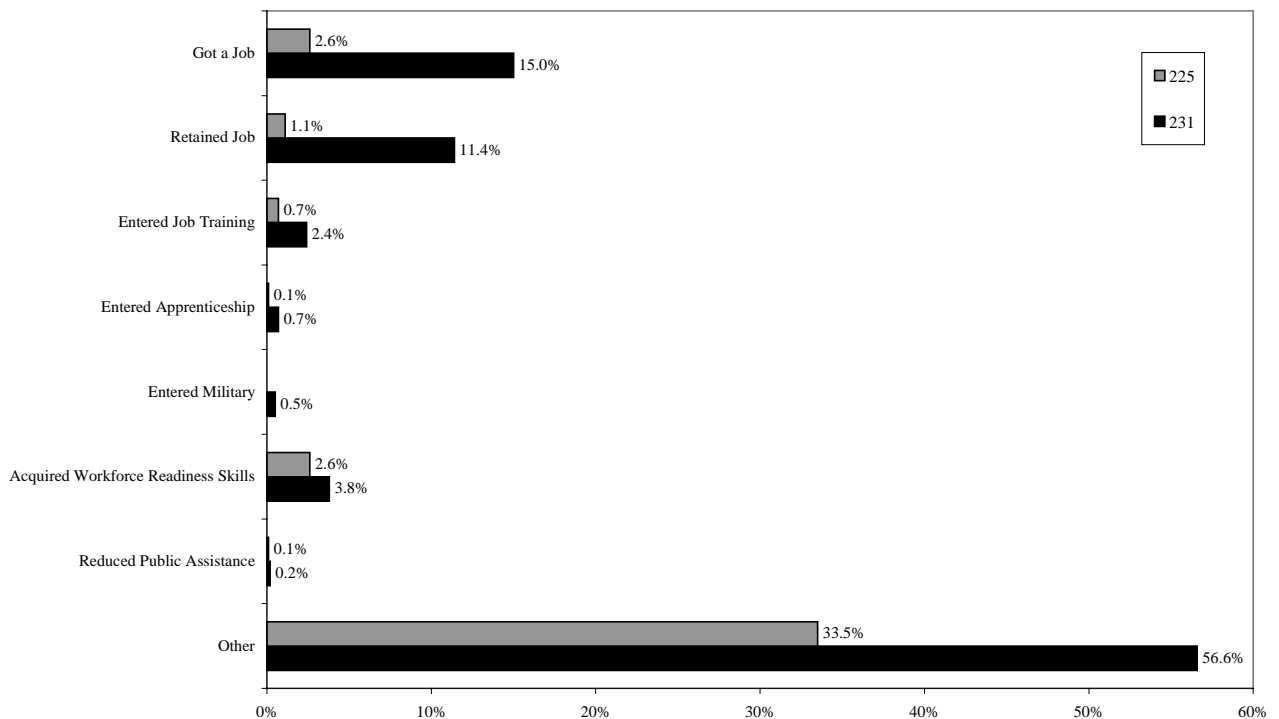
## Goal Attainment

Information on goal attainment was gathered on Update and Test Record forms. Learners, instructors, and assessment results on pre- and post-tests, all provided information for this section. It covered learners' progress, learner results, pretest scores, and learning gains.

A larger proportion of 231 learners indicated job acquisition (15 percent) than did 225 learners (2.6 percent). In addition, more than 10 times as many 231 learners reported having retained their jobs as did 225 learners. As discussed in previous sections, the other category for this cluster comprises learners who reported meeting their personal goal, those who acquired a volunteer job, and those who had achieved a goal other than the included list. In regard to these outcomes, 231 programs (56.6 percent) again had a larger response than 225 (33.5 percent). See Figure 10.9 for all work-related outcomes.

**Figure 10.9**

**Work Outcomes by Funding Category (1999-00)**

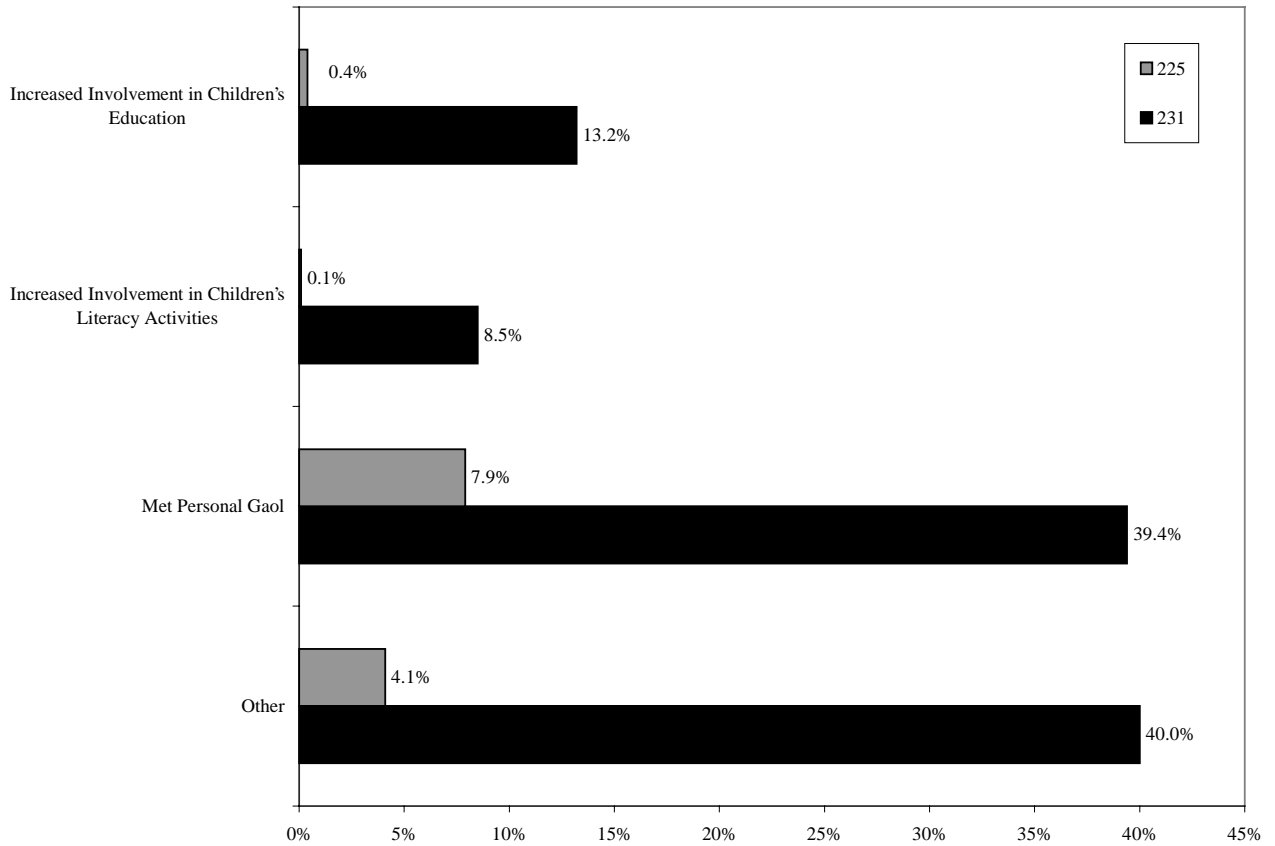


CASAS 2001

Note:  $N = 249,318$

A larger proportion of 231 learners reported having met their personal goal (39.4 percent) than 225 learners (7.9 percent). Learners in 231 programs, additionally, had larger representation of increased involvement in their children’s education (13.2 versus 0.4 percent) and literacy activities (8.5 versus 0.1 percent). Other, in this case, comprised improvement of communication skills and positive lifestyle changes, in addition to its implied definition. See Figure 10.10.

**Figure 10.10**  
**Personal/Family Outcomes by Funding Category (1999-00)**

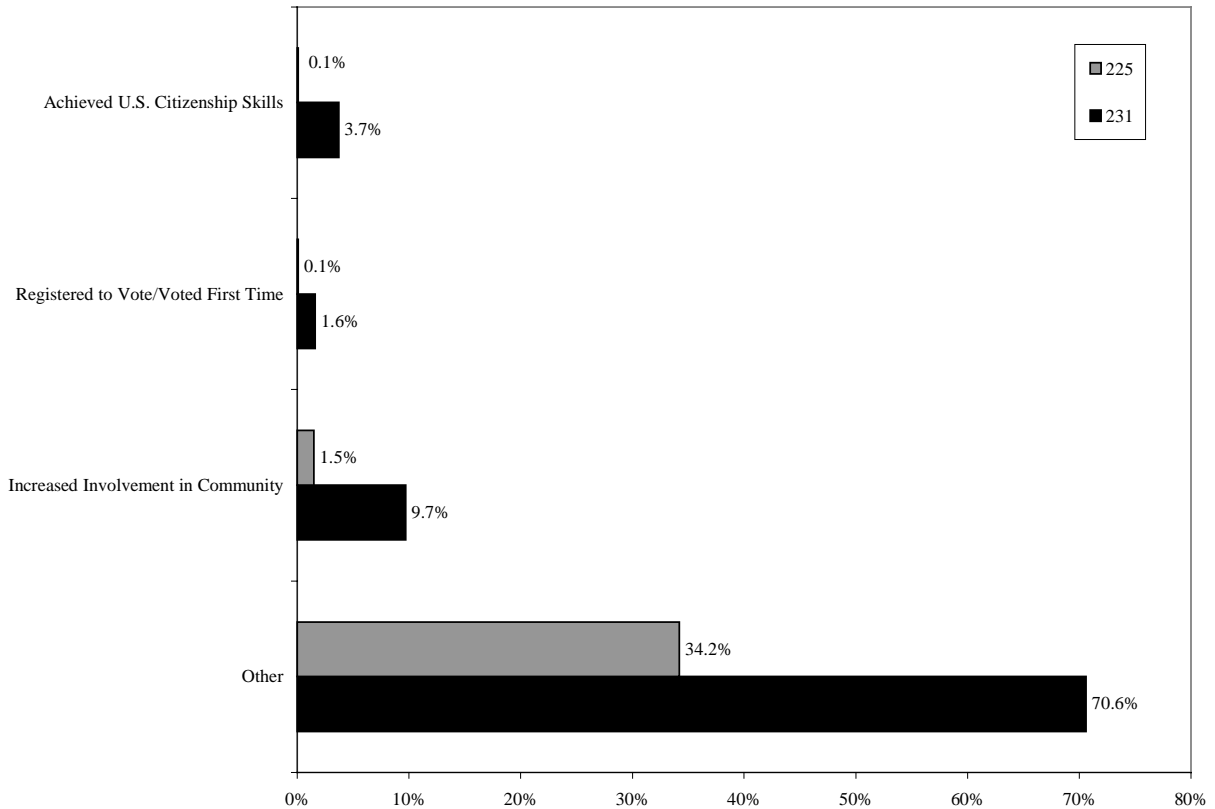


CASAS 2001

Note: N = 249,318

There were more 231 learners who indicated having increased their involvement in the community (9.7 percent versus 1.5 percent), and substantially more citing other (70.6 percent versus 34.2 percent). Other for the community outcome cluster comprised meeting of personal goal, increasing consumer awareness, and making informed choices. See Figure 10.11.

**Figure 10.11**  
**Community Outcomes by Funding Category (1999-00)**

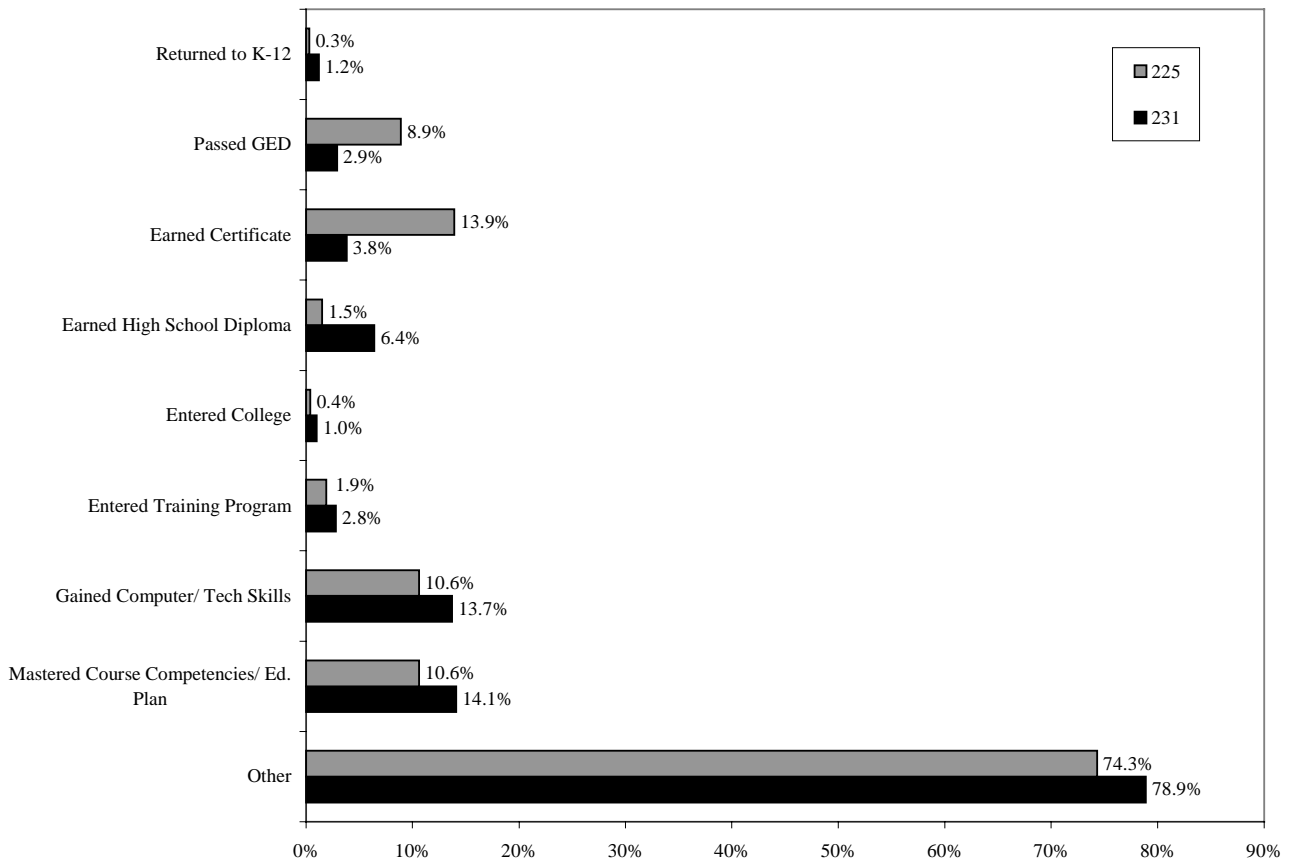


CASAS 2001

Note: N = 249,318

More than three times as many 225 learners earned a GED certificate (8.9 percent) on a percentage basis, although more than four times as many 231 learners earned a high school diploma (6.4 percent). Additionally, 13.9 percent of 225 learners earned a certificate versus 3.8 percent for 231 learners. The proportions gaining computer or technical skills were quite similar with 10.6 percent for 225 and 13.7 percent for 231, while similarly large percentages also cited other as an outcome. In this case, other comprises those meeting their personal goal, those who earned high school credits, and those who demonstrated the ability to apply skills. See Figure 10.12.

**Figure 10.12**  
**Educational Outcomes by Funding Category (1999-00)**



CASAS 2001

Note: N = 249,318

## TEST SCORES AND LEARNING GAINS

### Pretest Scores

Mean pretest scores were quite similar between the 225 and 231 populations. ABE learners in 231 programs had a slightly higher mean (228.6) than 225 learners (227.5). ESL learners, on the other hand, demonstrated slightly higher means among 225 learners (209.4) than 231 learners (208.2). As discussed earlier, there were no ESL-Citizenship learners in the 225 data. See Table 10.7.

**Table 10.7**

### Mean Reading Pretest Scores across Instructional Program by Funding Category (1999-00)

Reading Score Range	Mean Score	<u>231</u>		Mean Score	<u>225</u>	
		N	%		N	%
<b>ABE/ASE</b>						
<=180	170.4	206	0.8	173.4	75	0.6
181-200	193.5	835	3.2	193.4	617	4.9
201-210	205.5	1,973	7.6	205.9	1,068	8.5
211-220	216.5	3,104	12.0	216.3	1,736	13.9
221-235	228.5	11,714	45.1	228.5	5,422	43.3
236-245	240.1	5,163	19.9	240.2	2,115	16.9
246+	251.0	2,957	11.4	251.5	1,488	11.9
<b>ABE/ASE Overall</b>	<b>228.6</b>	<b>25,952</b>	<b>100.0</b>	<b>227.5</b>	<b>12,521</b>	<b>100.0</b>
<b>ESL</b>						
<=180	173.6	7,529	4.3	173.8	79	3.9
181-200	193.0	41,322	23.7	193.1	525	25.9
201-210	205.3	57,750	33.1	205.3	590	29.1
211-220	215.9	28,392	16.3	215.8	289	14.2
221-235	227.1	33,247	19.1	227.6	419	20.6
236-245	239.7	4,355	2.5	240.1	93	4.6
246+	249.0	1,633	1.0	249.3	35	1.7
<b>ESL Overall</b>	<b>208.2</b>	<b>174,228</b>	<b>100.0</b>	<b>209.4</b>	<b>2,030</b>	<b>100.0</b>
<b>ESL-Cit</b>						
<=180	173.6	290	4.9	0.0	0	0.0
181-200	192.1	1,571	26.5	0.0	0	0.0
201-210	205.2	1,844	31.0	0.0	0	0.0
211-220	215.7	942	15.9	0.0	0	0.0
221-235	227.3	1,051	17.7	0.0	0	0.0
236-245	240.0	146	2.5	0.0	0	0.0
246+	249.7	86	1.5	0.0	0	0.0
<b>ESL-Cit Overall</b>	<b>207.3</b>	<b>5,930</b>	<b>100.0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>

CASAS 2001

## Learning Gains

Learning gains were moderately higher for 231 learners than they were for 225 learners. For ABE the mean learning gains were 5.9 versus 4.8 points, in favor of 231 learners. For ESL the mean learning gains were 7.7 versus 6.7 points, again to the advantage of 231 learners. See Table 10.8.

**Table 10.8**

**Reading Learning Gains by Funding Source (1999-00)**

Reading Scoring Range	<u>231</u>				<u>225</u>			
	Pretest Mean	Learning Gain Mean	N	%	Pretest Mean	Learning Gain Mean	N	%
<b>ABE/ASE</b>								
< 200	189.5	14.7	491	6.3	191.7	12.9	338	6.3
201-210	205.1	10.9	1,073	13.7	205.9	8.5	543	10.1
211-220	216.4	8.6	1,062	13.6	216.4	6.8	913	17.0
221-235	228.4	4.3	3,711	47.4	228.5	3.7	2,626	48.8
236-245	239.9	1.3	1,491	19.0	240.1	0.9	959	17.8
<b>ABE/ASE Overall</b>	<b>223.4</b>	<b>5.9</b>	<b>7,828</b>	<b>100.0</b>	<b>223.9</b>	<b>4.8</b>	<b>5,379</b>	<b>100.0</b>
<b>ESL</b>								
< 180	173.5	21.0	2,856	3.9	174.7	15.3	38	3.7
181-200	193.3	10.1	15,812	21.5	193.3	7.5	271	26.2
201-210	205.4	7.9	26,071	35.3	205.3	7.3	333	32.1
211-220	216.0	6.9	12,371	16.8	215.7	5.7	161	15.5
221-235	227.2	3.7	14,873	20.2	227.5	4.4	197	19.0
236-245	239.6	1.2	1,702	2.3	240.2	3.5	36	3.5
<b>ESL Overall</b>	<b>208.5</b>	<b>7.7</b>	<b>73,685</b>	<b>100.0</b>	<b>208.1</b>	<b>6.7</b>	<b>1,036</b>	<b>100.0</b>
<b>ESL-Cit</b>								
< 180	174.4	16.1	102	4.5	0.0	0.0	0	0.0
181-200	191.6	10.0	635	27.9	0.0	0.0	0	0.0
201-210	205.2	6.8	713	31.2	0.0	0.0	0	0.0
211-220	215.6	6.6	368	16.2	0.0	0.0	0	0.0
221-235	227.5	3.4	402	17.7	0.0	0.0	0	0.0
236-245	239.8	1.7	57	2.5	0.0	0.0	0	0.0
<b>ESL-Cit Overall</b>	<b>206.5</b>	<b>7.3</b>	<b>2,277</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>

CASAS 2001

# **APPENDIXES**



## APPENDIX A

### List of all ABE 225/231 Agencies Submitting Data for 1999-00

#### Adult Schools

ABC Unified School District  
Acalanes Union High School District  
Alameda City Unified School District  
Alhambra School District  
Alvord Union High School District  
Anaheim Union High School District  
Anderson Valley Unified School District  
Antelope Valley Union High School District  
Antioch Unified School District  
Azusa Unified School District  
Baldwin Park Unified School District  
Banning Unified School District  
Bassett Unified School District  
Beaumont Unified School District  
Bellflower Unified School District  
Berkeley Unified School District  
Black Oak Mine Unified School District  
Brawley Union High School District  
Burbank Unified School District  
Calexico Unified School District  
Capistrano Unified School District  
Centinela Valley Union High School District  
Central Unified School District  
Chaffey Jt. Union High School District  
Chino Unified School District  
Clovis Unified School District  
Coachella Valley Unified School District  
Compton Unified School District  
Conejo Valley Unified School District  
Corning Unified School District  
Corona-Norco Unified School District  
Culver City Unified School District  
Cutler Orosi Unified School District  
Delano Joint Union High School District  
Desert Sands Unified School District  
Downey Unified School District  
Durham Unified School District  
East Side Union High School District

El Monte Union High School District  
Elk Grove Unified School District  
Escondido Union High School District  
Fairfield-Suisun Unified School District  
Folsom Cordova Unified School District  
Fontana Unified School District  
Fremont Unified School District  
Fremont Union High School District  
Fresno Unified School District  
Fullerton Joint Union High School District  
Garden Grove Unified School District  
Gonzales Unified School District  
Grant Joint Union High School District  
Grossmont Union High School District  
Hacienda La Puente Unified School District  
Hanford Joint Union High School District  
Hayward Unified School District  
Holtville Unified School District  
Huntington Beach Union High School District  
Inglewood Unified School District  
Jefferson Union High School District  
Kern High School District  
Kings Canyon Unified School District  
Kingsburg Jt. Union High School District  
Livermore Valley Joint Unified School District  
Long Beach Unified School District  
Los Angeles Unified School District  
Lucerne Valley Unified School District  
Madera Unified School District  
Manteca Unified School District  
Martinez Unified School District  
Merced Union High School District  
Metropolitan Education District  
Milpitas Unified School District  
Monrovia Unified School District  
Montebello Unified School District  
Monterey Peninsula Unified School District  
Moreno Valley Unified School District  
Morgan Hill Unified School District  
Mt View-Los Altos High School District  
Mt. Diablo Unified School District  
Murrieta Valley Unified School District  
Napa Valley Unified School District  
New Haven Unified School District  
Newark Unified School District  
Norwalk-La Mirada Unified School District

Oakland Unified School District – Adult Education  
Oroville Union High School District  
Oxnard Union High School District  
Pacific Grove Unified School District  
Pajaro Valley Unified School District  
Palm Springs Unified School District  
Palo Alto Unified School District  
Paramount Unified School District  
Paso Robles Joint Unified School District  
Petaluma Joint Union High School District  
Pittsburg Unified School District  
Placentia-Yorba Linda Unified School District  
Pomona Unified School District  
Redlands Unified School District  
Redondo Beach Unified School District  
Riverside Unified School District  
Roseville Joint Union High School District  
Sacramento City Unified School District  
Saddleback Valley Unified School District – Adult Education  
Salinas Union High School District  
San Bernardino City Unified School District  
San Juan Unified School District  
San Leandro Unified School District  
San Lorenzo Unified School District  
San Mateo Union High School District  
Santa Clara Unified School District  
Santa Cruz City High School District  
Santa Monica-Malibu Unified School District  
Selma Unified School District  
Sequoia Union High School District  
Shasta Union High School District  
Simi Valley Unified School District  
South San Francisco Unified School District  
Southern Kern Unified School District  
Stockton Unified School District  
Sweetwater Union High School District  
Torrance Unified School District  
Tracy Unified School District  
Tulare Joint Union High School District  
Vacaville Unified  
Vallejo City Unified  
Ventura Unified School District  
Visalia Unified School District  
Vista Unified School District  
West Contra Costa Unified School District  
Whittier Union High School District

William S. Hart Union High School District  
Woodlake Union High School District  
Yucaipa/Calimesa Jt. Unified School District

**Community-based Organizations**

Career Resources Development Services  
Central Coast Citizenship Project  
Community Centers, Inc.  
Community Enhancement Services  
CT Learning/Colegio Popular  
Episcopal Community Services Skills Center  
Harbor House / East Bay NAE Inner City Ministries, Inc.  
Mary Lind Foundation  
Mexican American Opportunity Foundation  
Mexican-Americans United of Santa Clarita Valley, Inc.  
One Stop Immigration & Educational Center  
Volunteer Center Stanislaus  
Volunteer Center of Santa Cruz County

**Community College Districts**

Allan Hancock College  
Butte-Glenn Community College District  
Cerritos Community College District  
Coast Community College District  
Desert Community College District - College of the Desert  
Glendale Community College District  
Los Angeles Community College District  
MiraCosta Community College District  
Mt. San Antonio College  
North Orange County Community College District – Adult Education  
Pasadena Area Community College District  
Rancho Santiago Community College District  
San Diego Community College District  
San Francisco Community College District  
Victor Valley Community College District

**COE**

Golden Sierra Job Training Agency  
Lake County Office of Education  
Mono County Office of Education

**Jails**

Chaffey Joint Union High School District – Jail Program  
Contra Costa County Office of Education – Jail Ed. and Homeless Program  
Elk Grove Unified School District – Jail Program  
Grossmont Union High School District. – Jail Program

Manteca Unified School District – Jail Program  
Milpitas Adult Education – San Francisco County Jail Facility  
Milpitas Santa Clara Dept. of Corrections  
Oxnard Union High School District – Jail Program  
Rancho Santiago Community College District – Jail Program  
Visalia Unified School District – Jail Program

**Library Literacy Programs**

Chula Vista Literacy Team Center  
Lamp Literacy Program  
Rancho Cucamonga Public Library  
San Bernardino City Library/Literacy Program  
Santa Barbara Public Library  
Sonoma County Library Adult Literacy Program  
Sutter County Library/Literacy Service  
Tehama County Library/Reading Program  
Willows Public Library

**State Agencies**

California Conservation Corps  
California Department of Corrections  
California Department of Development Services  
California Youth Authority



## **APPENDIX B**



# Entry Record

① Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Agency #							
Site #							

② Instructor Name \_\_\_\_\_

**Directions for marking answers**

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

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③ <b>STUDENT IDENTIFICATION</b> ★ <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table> Is this your Social Security #? Yes <input type="checkbox"/> No <input type="checkbox"/> Is informed consent signed? <input type="checkbox"/>									0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	④ <b>GENDER</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	⑤ <b>DATE OF BIRTH</b> <table border="1"> <tr> <th>MM</th> <th>D</th> <th>D</th> <th>Y</th> <th>Y</th> </tr> <tr> <td>Jan <input type="checkbox"/></td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Feb <input type="checkbox"/></td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Mar <input type="checkbox"/></td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Apr <input type="checkbox"/></td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>May <input type="checkbox"/></td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>Jun <input type="checkbox"/></td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Jul <input type="checkbox"/></td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Aug <input type="checkbox"/></td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> <tr> <td>Sep <input type="checkbox"/></td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> <tr> <td>Oct <input type="checkbox"/></td> <td>9</td> <td>9</td> <td>9</td> <td>9</td> </tr> <tr> <td>Nov <input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dec <input type="checkbox"/></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	MM	D	D	Y	Y	Jan <input type="checkbox"/>	0	0	0	0	Feb <input type="checkbox"/>	1	1	1	1	Mar <input type="checkbox"/>	2	2	2	2	Apr <input type="checkbox"/>	3	3	3	3	May <input type="checkbox"/>	4	4	4	4	Jun <input type="checkbox"/>	5	5	5	5	Jul <input type="checkbox"/>	6	6	6	6	Aug <input type="checkbox"/>	7	7	7	7	Sep <input type="checkbox"/>	8	8	8	8	Oct <input type="checkbox"/>	9	9	9	9	Nov <input type="checkbox"/>					Dec <input type="checkbox"/>					⑥ <b>HIGHEST YEAR OF SCHOOL COMPLETED</b> <table border="1"> <tr><td></td><td></td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td></tr> </table>			0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	⑦ <b>HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)</b> <input type="checkbox"/> None <input type="checkbox"/> GED Certificate <input type="checkbox"/> High School Diploma <input type="checkbox"/> Technical / Certificate <input type="checkbox"/> A.A. / A.S. Degree <input type="checkbox"/> 4 yr. College Graduate <input type="checkbox"/> Graduate Studies <input type="checkbox"/> Other I earned the above outside of U.S. <input type="checkbox"/>	⑧a <b>ETHNICITY (Mark one)</b> <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> not Hispanic or Latino ⑧b <b>RACE (Mark one or more)</b> <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Filipino <input type="checkbox"/> American Indian <input type="checkbox"/> Alaska Native	⑨ <b>NATIVE LANGUAGE (Mark one)</b> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese <input type="checkbox"/> Chinese <input type="checkbox"/> Hmong <input type="checkbox"/> Cambodian <input type="checkbox"/> Tagalog <input type="checkbox"/> Korean <input type="checkbox"/> Lao <input type="checkbox"/> Russian <input type="checkbox"/> Farsi <input type="checkbox"/> Other Name other _____
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High	<input type="checkbox"/> ASE High	⑲ <b>SKILL LEVEL</b> S=Speaking, L=Listening, R=Reading, M=Math, W=Writing <table border="1"> <tr><th>S</th><th>L</th><th>R</th><th>M</th><th>W</th></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> <tr><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td></tr> </table>	S	L	R	M	W	0	0	0	0	0	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	6	6	6	6	6	7	7	7	7	7	8	8	8	8	8	9	9	9	9	9	10	10	10	10	10	⑳ <b>PROVIDER USE</b> <table border="1"> <tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th></tr> <tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>	A	B	C	D	E	F	0	0	0	0	0	0	1	1	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	6	6	7	7	7	7	7	7	8	8	8	8	8	8	9	9	9	9	9	9
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Update Record

① Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

② Instructor Name \_\_\_\_\_

Agency #							
Site #							

③ STUDENT IDENTIFICATION	④ DATE OF CLASS UPDATE	⑤ HOURS OF INSTRUCTION	⑥ INSTRUCTIONAL PROGRAM (Mark one)	⑦ STATUS (Mark one)																																																																																																																																																																																									
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⑨ LEARNER RESULTS (Mark all that apply)			
WORK	PERSONAL / FAMILY	COMMUNITY	EDUCATION
<input type="checkbox"/> Got a job <input type="checkbox"/> Retained job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other	<input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy related activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Met personal goal <input type="checkbox"/> Other	<input type="checkbox"/> Achieved U.S. Citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other	<input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Passed GED <input type="checkbox"/> Earned certificate <input type="checkbox"/> Earned high school diploma <input type="checkbox"/> Entered college <input type="checkbox"/> Entered training program <input type="checkbox"/> Gained computer or tech skills <input type="checkbox"/> Mastered course competencies / educational plan <input type="checkbox"/> Other

⑩ CLASS NUMBER	⑪ INSTRUCTIONAL LEVEL (Mark one)	⑫ SKILL LEVEL	⑬ REASON FOR EXITING (Mark one or leave blank)																																																																																																																																																												
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⑭ Sub-sections of GED passed	Mark one or more or leave blank	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Literature and Arts	<input type="checkbox"/> Math							
⑮ High School credits earned	Multiple bubbles are added together	<input type="checkbox"/> 0.5	<input type="checkbox"/> 1.0	<input type="checkbox"/> 2.0	<input type="checkbox"/> 3.0	<input type="checkbox"/> 4.0	<input type="checkbox"/> 5.0	<input type="checkbox"/> 10.0	<input type="checkbox"/> 20.0	<input type="checkbox"/> 30.0	<input type="checkbox"/> 40.0	<input type="checkbox"/> 50.0	<input type="checkbox"/> 60.00

## Test Record

Agency #									
Site #									

① Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

② Instructor Name \_\_\_\_\_

**PRACTICE QUESTIONS**

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2 (A B C D)  
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4 (A B C D)  
5 (A B C D)  
6 (A B C D)

**TEST**

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**Directions for marking answers**

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right
(0) <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/>
Wrong
(0) <input type="radio"/> (1) <input checked="" type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/>

③ **STUDENT IDENTIFICATION**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Is this your Social Security #? Yes  No

④ **FORM NUMBER**

0	0	0	R	X
1	1	1	M	
2	2	2	L	
3	3	3		
4	4	4		
5	5	5		
6	6	6		
7	7	7		
8	8	8		
9	9	9		

⑤ **TEST DATE**

MM	D	D	Y	Y	
Jan	<input type="checkbox"/>	0	0	200	0
Feb	<input type="checkbox"/>	1	1	200	1
Mar	<input type="checkbox"/>	2	2	200	2
Apr	<input type="checkbox"/>	3	3	200	3
May	<input type="checkbox"/>		4	200	4
Jun	<input type="checkbox"/>		5	200	5
Jul	<input type="checkbox"/>		6	200	6
Aug	<input type="checkbox"/>		7	200	7
Sep	<input type="checkbox"/>		8	200	8
Oct	<input type="checkbox"/>		9	200	9
Nov	<input type="checkbox"/>				
Dec	<input type="checkbox"/>				

⑥ **CLASS NUMBER**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

⑦ **INSTRUCTIONAL PROGRAM**  
(Mark one)

Basic Skills (ABE)  
 ESL  
 ESL / Citizenship  
 Citizenship  
 High School Diploma  
 GED  
 Spanish GED  
 Voc. / Occup. skills  
 Workforce Readiness  
 Adults w / Disabilities  
 Health & Safety  
 Home Economics  
 Parent Education  
 Older Adults  
 Other

⑧ **HOURS OF INSTRUCTION\***

0	0	0	0	
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	
5	5	5	5	
6	6	6	6	
7	7	7	7	
8	8	8	8	
9	9	9	9	

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

0	0
1	1
2	2
3	3
4	4
5	5
6	
7	
8	
9	

Student does not yet have the skills to be tested.

\* = required for TOPSpro software

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

# TOPS

Tracking Of Programs and Students

TRUS-000

## Test Record

Agency #									
Site #									

① Student Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

② Instructor Name \_\_\_\_\_

### TEST

- 1 (A B C D)
- 2 (A B C D)
- 3 (A B C D)
- 4 (A B C D)
- 5 (A B C D)
- 6 (A B C D)
- 7 (A B C D)
- 8 (A B C D)
- 9 (A B C D)
- 10 (A B C D)
- 11 (A B C D)
- 12 (A B C D)
- 13 (A B C D)
- 14 (A B C D)
- 15 (A B C D)
- 16 (A B C D)
- 17 (A B C D)
- 18 (A B C D)
- 19 (A B C D)
- 20 (A B C D)
- 21 (A B C D)
- 22 (A B C D)
- 23 (A B C D)
- 24 (A B C D)
- 25 (A B C D)
- 26 (A B C D)
- 27 (A B C D)
- 28 (A B C D)
- 29 (A B C D)
- 30 (A B C D)
- 31 (A B C D)
- 32 (A B C D)
- 33 (A B C D)
- 34 (A B C D)
- 35 (A B C D)
- 36 (A B C D)
- 37 (A B C D)
- 38 (A B C D)
- 39 (A B C D)
- 40 (A B C D)
- 41 (A B C D)
- 42 (A B C D)
- 43 (A B C D)
- 44 (A B C D)
- 45 (A B C D)
- 46 (A B C D)
- 47 (A B C D)
- 48 (A B C D)
- 49 (A B C D)
- 50 (A B C D)

**Directions for marking answers**

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill rectangle completely
- Erase cleanly any answers you change

Right

(0)  (2)  (3)

---

Wrong

(0)  (1)  (2)  (3)

### PRACTICE QUESTIONS

- 1 (A B C D)
- 2 (A B C D)
- 3 (A B C D)
- 4 (A B C D)
- 5 (A B C D)
- 6 (A B C D)

③ **STUDENT IDENTIFICATION**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Is this your Social Security #? Yes  No

④ **FORM NUMBER**

0	0	0	R	X
1	1	1	M	
2	2	2	L	
3	3	3		
4	4	4		
5	5	5		
6	6	6		
7	7	7		
8	8	8		
9	9	9		

⑤ **TEST DATE**

MM	D	D	Y	Y	
Jan	<input type="checkbox"/>	0	0	200	<input type="checkbox"/>
Feb	<input type="checkbox"/>	1	1	200	<input type="checkbox"/>
Mar	<input type="checkbox"/>	2	2	200	<input type="checkbox"/>
Apr	<input type="checkbox"/>	3	3	200	<input type="checkbox"/>
May	<input type="checkbox"/>		4	200	<input type="checkbox"/>
Jun	<input type="checkbox"/>		5	200	<input type="checkbox"/>
Jul	<input type="checkbox"/>		6	200	<input type="checkbox"/>
Aug	<input type="checkbox"/>		7	200	<input type="checkbox"/>
Sep	<input type="checkbox"/>		8	200	<input type="checkbox"/>
Oct	<input type="checkbox"/>		9	200	<input type="checkbox"/>
Nov	<input type="checkbox"/>				
Dec	<input type="checkbox"/>				

⑥ **CLASS NUMBER**

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

⑦ **INSTRUCTIONAL PROGRAM**  
(Mark one)

- Basic Skills (ABE)
- ESL
- ESL / Citizenship
- Citizenship
- High School Diploma
- GED
- Spanish GED
- Voc. / Occup. skills
- Workforce Readiness
- Adults w / Disabilities
- Health & Safety
- Home Economics
- Parent Education
- Older Adults
- Other

⑧ **HOURS OF INSTRUCTION\***

0	0	0	0	
1	1	1	1	
2	2	2	2	
3	3	3	3	
4	4	4	4	
5	5	5	5	
6	6	6	6	
7	7	7	7	
8	8	8	8	
9	9	9	9	

\* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

0	0
1	1
2	2
3	3
4	4
5	5
	6
	7
	8
	9

Student does not yet have the skills to be tested.

\* = required for TOPSpro software

⑩ TEST 1	⑪ TEST 2	⑫ TEST 3	⑬ TEST 4
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

# INSTRUCTIONAL QUESTIONNAIRE FOR ABE 225/231 PROGRAMS

Agency/School Name \_\_\_\_\_

Instructor Name \_\_\_\_\_

<b>1. Agency Number:</b> <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> </div> <div style="font-size: 8px; margin-top: 5px;">             0 0 0 0 0 0 0              1 1 1 1 1 1 1              2 2 2 2 2 2 2              3 3 3 3 3 3 3              4 4 4 4 4 4 4              5 5 5 5 5 5 5              6 6 6 6 6 6 6              7 7 7 7 7 7 7              8 8 8 8 8 8 8              9 9 9 9 9 9 9         </div>	<b>2. Site Number:</b> <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> </div> <div style="font-size: 8px; margin-top: 5px;">             0 0 0 0 0 0 0              1 1 1 1 1 1 1              2 2 2 2 2 2 2              3 3 3 3 3 3 3              4 4 4 4 4 4 4              5 5 5 5 5 5 5              6 6 6 6 6 6 6              7 7 7 7 7 7 7              8 8 8 8 8 8 8              9 9 9 9 9 9 9         </div>	<b>3. Class Number:</b> <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-around;"> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> <span style="border: 1px solid black; width: 20px; height: 20px;"></span> </div> <div style="font-size: 8px; margin-top: 5px;">             0 0 0 0 0 0 0              1 1 1 1 1 1 1              2 2 2 2 2 2 2              3 3 3 3 3 3 3              4 4 4 4 4 4 4              5 5 5 5 5 5 5              6 6 6 6 6 6 6              7 7 7 7 7 7 7              8 8 8 8 8 8 8              9 9 9 9 9 9 9         </div>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Instructional Program:  
 ABE     ESL     ESL-Cit.     High School/GED

5. Indicate the emphasis of the instruction in your class.

**5 Part 1**

Instruction	Major emphasis	Partial emphasis	Little/No emphasis
Employability/Workforce Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Life Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to Learn/Study Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (specify) _____ <input type="radio"/> <input type="radio"/> <input type="radio"/>			

**5 Part 2**

Instruction	Major emphasis	Partial emphasis	Little/No emphasis
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Primary teaching setting for these students. (Mark one for Instructional Setting and one for Physical Setting.)

**6 Instructional Setting (Mark one only.)**

Learning Center  
 Classroom  
 Distance Learning  
(i.e., Internet, correspondence course, other)

Tutorial Only  
 Learning Lab  
 Combination  
(Tutorial & Learning Lab)

**Physical Setting (Mark one only.)**

Adult School  
 Elementary School  
 High School  
 Community College

Correctional Institute  
 Library  
 Work Site  
 CBO Center

Home  
 Other

7. Time of day class begins:

**7**

Morning  
 Afternoon  
 Evening (after 5 p.m.)

8. Number of days class meets a week:    9. Number of hours per week this class meets:    10. Total number of students in your class at present:

**8**

Days per week

0  
1  
2  
3  
4  
5  
6  
7

**9**

Hours per week

0 0  
1 1  
2 2  
3 3  
4 4  
5 5  
6 6  
7 7  
8 8  
9 9

**10**

Students at post-test

0 0  
1 1  
2 2  
3 3  
4 4  
5 5  
6 6  
7 7  
8 8  
9 9

11. In addition to the primary person who delivers instruction, does this class have an instructional aide or tutor at least once a week?

**11**

Yes     No

12. Do your students use computers as a part of this class?

**12**

In Class     In Lab     Both     Neither

13. If you answered yes to question 12, are these computers linked to the Internet?

**13**

Yes     No     Don't Know

**PLEASE RETURN THIS QUESTIONNAIRE TO THE PERSON COORDINATING DATA COLLECTION FOR YOUR AGENCY**



## APPENDIX C

**Table C.1**

**Gender by Provider Type for Total Enrollment Population (1999-00)**

	<b>Adult</b>		<b>CBO</b>		<b>CCD</b>		<b>COE</b>		<b>JAIL</b>		<b>LIBLIT</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Female	239,596	55.5	993	49.2	26,315	55.4	79	48.5	1,039	14.5	517	61.8
Male	192,222	44.5	1,027	50.8	21,217	44.6	84	51.5	6,141	85.5	320	38.2
<b>Total</b>	<b>431,818</b>	<b>100.0</b>	<b>2,020</b>	<b>100.0</b>	<b>47,532</b>	<b>100.0</b>	<b>163</b>	<b>100.0</b>	<b>7,180</b>	<b>100.0</b>	<b>837</b>	<b>100.0</b>

	<b>CCC</b>		<b>CDC</b>		<b>CDDS</b>		<b>CYA</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Female	247	21.7	2,424	16.2	485	27.8	83	1.6	271,778	53.0
Male	893	78.3	12,522	83.8	1,261	72.2	4,986	98.4	240,673	47.0
<b>Total</b>	<b>1,140</b>	<b>100.0</b>	<b>14,946</b>	<b>100.0</b>	<b>1,746</b>	<b>100.0</b>	<b>5,069</b>	<b>100.0</b>	<b>512,451</b>	<b>100.0</b>

CASAS 2001

**Table C.2****Age for Total Enrollment Population (1995-96 to 1999-00)**

	<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>		<b>1998-99</b>		<b>1999-00</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
16-20 (*)	14,231	12.0	12,030	9.8	12,354	17.7	13,167	9.4	97,946	19.5
21-30	41,648	35.0	40,054	32.7	43,629	62.5	44,844	32.1	165,557	33.0
31-40	30,234	25.5	32,689	26.7	6,701	9.6	38,061	27.3	121,276	24.2
41-50	17,642	14.9	19,377	15.8	4,378	6.3	22,639	16.2	64,347	12.8
51-64	10,045	8.5	11,653	9.5	1,999	2.9	12,976	9.3	34,305	6.8
65+	4,812	4.1	6,697	5.5	690	1.0	7,975	5.7	17,979	3.7
<b>Total</b>	<b>118,612</b>	<b>100.0</b>	<b>122,500</b>	<b>100.0</b>	<b>69,751</b>	<b>100.0</b>	<b>139,662</b>	<b>100.0</b>	<b>501,410</b>	<b>100.0</b>

*CASAS 2001*

\* Prior to 1998-99 the first cohort for age was 15-20

**Table C.3**

**Age by Provider Type for Total Enrollment Population (1999-00)**

	<b>Adult</b>		<b>CBO</b>		<b>CCD</b>		<b>COE</b>		<b>JAIL</b>		<b>LIBLIT</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
16-20	86,801	20.6	59	3.1	4,787	10.2	26	16.1	804	11.6	51	6.2
21-30	139,456	33.0	282	14.1	16,423	35.0	64	39.8	2,937	42.3	198	23.7
31-40	99,847	23.6	681	34.1	12,387	26.4	39	24.2	2,101	30.3	267	32.0
41-50	52,450	12.4	492	24.6	6,755	14.4	22	13.7	922	13.3	154	18.4
51-64	28,598	6.8	274	13.7	4,055	8.7	8	5.0	155	2.2	108	12.9
65+	15,061	3.6	208	10.4	2,451	5.3	2	1.2	24	0.3	57	6.8
<b>Total</b>	<b>422,213</b>	<b>100.0</b>	<b>1,996</b>	<b>100.0</b>	<b>46,858</b>	<b>100.0</b>	<b>161</b>	<b>100.0</b>	<b>6,943</b>	<b>100.0</b>	<b>835</b>	<b>100.0</b>

	<b>CCC</b>		<b>CDC</b>		<b>CDDS</b>		<b>CYA</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
16-20	706	63.7	388	2.7	52	3.0	4,272	86.9	97,946	19.5
21-30	401	36.2	4,913	33.6	248	14.2	635	12.9	165,557	33.0
31-40	--	--	5,432	37.0	522	30.0	--	--	121,276	24.2
41-50	--	--	2,949	20.1	603	34.6	--	--	64,347	12.8
51-64	--	--	832	5.7	274	15.7	1	0.0	34,305	6.8
65+	1	0.1	127	0.9	42	2.5	6	0.2	17,979	3.7
<b>Total</b>	<b>1,108</b>	<b>100.0</b>	<b>14,641</b>	<b>100.0</b>	<b>1,741</b>	<b>100.0</b>	<b>4,914</b>	<b>100.0</b>	<b>501,410</b>	<b>100.0</b>

CASAS 2001

**Table C.4****Ethnicity for Total Enrollment Population (1995-96 to 1999-00)**

	1995-96		1996-97		1997-98		1998-99		1999-00	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Asian	26,485	22.2	27,919	21.2	30,844	20.0	28,077	18.9	68,681	13.8
Black (not Hispanic)	4,956	4.2	4,613	3.5	4,288	2.8	4,347	2.9	24,852	5.0
Filipino	^	^	892	0.7	932	0.6	841	0.6	4,745	1.0
Hispanic	70,671	59.4	81,548	61.8	98,985	64.1	99,264	66.8	322,718	64.7
Native Alaskan	53	0.0	16	0.0	24	0.0	24	0.0	329	0.1
Native American	497	0.4	481	0.4	330	0.2	1,576	1.1	13,528	2.7
Pacific Islander	409	0.3	242	0.2	204	0.1	341	0.2	5,419	1.1
White (Not Hispanic)	13,408	11.3	13,844	10.5	14,911	9.6	14,059	9.5	57,679	11.6
Other	2,590	2.2	2,296	1.7	4,018	2.6	*	*	*	*
<b>Total</b>	<b>119,069</b>	<b>100.0</b>	<b>131,851</b>	<b>100.0</b>	<b>154,536</b>	<b>100.0</b>	<b>148,529</b>	<b>100.0</b>	<b>497,951</b>	<b>100.0</b>

CASAS 2001

^ Data not collected for Filipino in 1995-96

\* No other category for ethnicity in 1998-99 and 1999-00.

**Table C.5a**

**Language by Instructional Program for Total Enrollment Population (1999-00)**

	ABE		ESL		ESL-Cit		ASE	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
English	29,225	59.1	14,099	4.3	236	1.8	61,478	61.7
Spanish	16,240	32.8	236,959	71.8	8,212	62.4	30,309	30.4
Vietnamese	406	0.8	10,639	3.2	971	7.4	886	0.9
Chinese	551	1.1	23,790	7.2	1,623	12.3	964	1.0
Hmong	157	0.3	1,038	0.3	48	0.4	381	0.4
Cambodian	141	0.3	884	0.3	41	0.3	444	0.4
Tapalog	396	0.8	712	0.2	148	1.1	1,405	1.4
Korean	300	0.6	8,941	2.7	207	1.6	540	0.5
Lao	120	0.3	525	0.2	51	0.4	266	0.3
Russian	248	0.5	7,062	2.1	519	3.9	238	0.3
Farsi	206	0.4	3,271	1.0	95	0.7	278	0.3
Other	1,487	3.0	22,073	6.7	1,015	7.7	2,419	2.4
<b>Total</b>	<b>49,477</b>	<b>100.0</b>	<b>329,993</b>	<b>100.0</b>	<b>13,166</b>	<b>100.0</b>	<b>99,608</b>	<b>100.0</b>

CASAS 2001

**Table C.5b**

**Language by Provider Type for Total Enrollment Population (1999-00)**

	Adult		CBO		CCD		COE		JAIL	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
English	71,857	17.4	928	46.2	11,678	24.7	103	66.0	4,631	66.7
Spanish	262,401	63.5	742	37.0	20,024	42.4	52	33.3	2,066	29.8
Vietnamese	10,917	2.6	5	0.2	1,771	3.7	--	--	55	0.8
Chinese	20,699	5.0	124	6.2	5,972	12.6	--	--	20	0.3
Hmong	1,472	0.4	1	0.0	49	0.2	--	--	26	0.4
Cambodian	1,308	0.3	2	0.1	111	0.2	--	--	8	0.1
Tagalog	2,418	0.6	3	0.1	146	0.3	--	--	28	0.4
Korean	8,909	2.2	2	0.1	1,040	2.2	--	--	3	0.0
Lao	783	0.2	1	0.0	108	0.2	--	--	21	0.3
Russian	6,862	1.7	156	7.8	1,036	2.2	--	--	6	0.1
Farsi	3,419	0.8	2	0.1	420	0.9	--	--	2	0.0
Other	21,718	5.3	42	2.2	4,898	10.4	1	0.7	77	1.1
<b>Total</b>	<b>412,763</b>	<b>100.0</b>	<b>2,008</b>	<b>100.0</b>	<b>47,253</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>6,943</b>	<b>100.0</b>

	LIBLIT		CCC		CDC		CDDS		CYA	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
English	251	29.7	996	88.2	9,580	64.8	1,570	89.5	3,491	73.4
Spanish	439	51.8	106	9.4	4,812	32.5	126	7.2	1,015	21.4
Vietnamese	8	0.9	1	0.1	84	0.6	4	0.2	60	1.3
Chinese	88	10.4	--	--	26	0.2	4	0.2	9	0.2
Hmong	4	0.5	5	0.4	16	0.1	1	0.1	50	1.1
Cambodian	3	0.4	2	0.2	27	0.2	3	0.2	47	1.0
Tagalog	4	0.5	2	0.2	45	0.3	10	0.6	6	0.1
Korean	12	1.4	--	--	14	0.1	2	0.1	7	0.1
Lao	3	0.4	1	0.1	22	0.1	1	0.1	23	0.5
Russian	1	0.1	--	--	8	0.1	2	0.1	--	--
Farsi	--	--	1	0.1	6	0.0	--	--	--	--
Other	33	3.9	15	1.3	145	1.0	30	1.7	41	0.9
<b>Total</b>	<b>846</b>	<b>100.0</b>	<b>1,129</b>	<b>100.0</b>	<b>14,785</b>	<b>100.0</b>	<b>1,753</b>	<b>100.0</b>	<b>4,749</b>	<b>100.0</b>

CASAS 2001

**Table C.6****Degree by Instructional Program for Total Enrollment Population (1999-00)**

	ABE		ESL		ESL-Cit		ASE	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
None	33,142	68.8	167,744	54.6	7,419	60.5	81,496	83.8
GED Cert	2,749	5.7	7,847	2.6	225	1.8	2,985	3.1
HS Diploma	8,271	17.2	75,499	24.6	2,644	21.6	8,108	8.3
Technical	1,133	2.4	14,258	4.6	439	3.6	1,714	1.8
AA or AS	614	1.3	5,947	1.9	239	2.0	431	0.4
4 Yr. Grad	966	2.0	17,812	5.8	722	5.9	819	0.8
Grad. Studies	393	0.8	7,845	2.6	222	1.8	461	0.5
Other	874	1.8	10,201	3.3	344	2.8	1,228	1.3
<b>Total</b>	<b>48,142</b>	<b>100.0</b>	<b>307,153</b>	<b>100.0</b>	<b>12,254</b>	<b>100.0</b>	<b>97,242</b>	<b>100.0</b>

*CASAS 2001*

**Table C.7****Highest Degree Earned for Total Enrollment Population (1995-96 to 1999-00)**

<b>Degree</b>	<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>		<b>1998-99</b>		<b>1999-00</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
None	59,399	52.4	66,920	53.2	81,847	55.9	77,936	55.6	289,801	62.3
GED Cert	5,161	4.5	6,097	4.9	6,550	4.5	4,093	2.9	13,806	3.0
HS Diploma	28,705	25.3	31,985	25.5	34,751	23.7	32,436	23.1	94,522	20.3
Tech Cert	^	^	*	*	*	*	7,319	5.2	17,544	3.8
AA/AS Deg	8,207	7.2^	4,251	3.4	4,667	3.2	2,877	2.1	7,231	1.6
4 Year College	7,141	6.3	7,605	6.1	8,654	5.9	8,340	5.9	20,319	4.4
Grad Studies	--	--	3,283	2.6	3,792	2.6	3,202	2.3	8,921	1.9
Other	4,903	4.3	5,368	4.3	6,100	4.2	4,060	2.9	12,647	2.7
<b>Total</b>	<b>113,516</b>	<b>92.8</b>	<b>125,509</b>	<b>100.0</b>	<b>146,361</b>	<b>100.0</b>	<b>140,263</b>	<b>100.0</b>	<b>464,791</b>	<b>100.0</b>

CASAS 2001

\* Technical Certificate was reinserted as a category for the 1998-99 year after being eliminated as an option for 1996-97 and 1997-98

^ For 1995-96, Technical Certificate was included with AA/AS Degree

- Data not collected for these years

**Table C.8****Labor Force Status by Provider Type (1999-00)**

	Adult		CBO		CCD		COE		JAIL	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Employed	170,389	50.2	264	15.6	21,450	53.5	39	28.1	565	19.0
Unemployed	107,441	31.6	1,180	69.6	11,196	28.0	89	63.9	2,287	77.2
Not Seeking Work	50,255	14.8	194	11.4	5,167	12.9	8	5.8	108	3.5
Retired	11,665	3.4	58	3.4	2,224	5.6	3	2.2	10	0.3
<b>Total</b>	<b>339,750</b>	<b>100.0</b>	<b>1,696</b>	<b>100.0</b>	<b>40,037</b>	<b>100.0</b>	<b>139</b>	<b>100.0</b>	<b>2,970</b>	<b>100.0</b>

	LIBLIT		CCC		CDC		CDDS		CYA	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Employed	222	34.0	400	89.7	323	5.4	243	19.7	5	8.6
Unemployed	395	60.5	45	10.1	4,315	72.5	827	67.2	50	86.3
Not Seeking Work	29	4.4	0	0.0	1,289	21.6	155	12.6	2	3.4
Retired	7	1.1	1	0.2	32	0.5	6	0.5	1	1.7
<b>Total</b>	<b>653</b>	<b>100.0</b>	<b>446</b>	<b>100.0</b>	<b>5,959</b>	<b>100.0</b>	<b>1,231</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>

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**Table C.9**

**Family Status by Provider Type**

	<b>Adult</b>		<b>CBO</b>		<b>CCD</b>		<b>COE</b>		<b>JAIL</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Dependents under 19	33,877	7.5	16	0.8	2,521	4.9	22	13.2	344	4.9
Dependents in School	88,511	19.6	47	2.3	7,243	14.2	45	26.9	552	7.9
<b>Total</b>	<b>451,530</b>	<b>27.1</b>	<b>2,066</b>	<b>3.1</b>	<b>51,156</b>	<b>19.1</b>	<b>167</b>	<b>40.1</b>	<b>6,968</b>	<b>12.8</b>

	<b>LIBLIT</b>		<b>CCC</b>		<b>CDC</b>		<b>CDDS</b>		<b>CYA</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Dependents under 19	74	8.4	22	1.8	187	1.2	1	0.1	5	0.1
Dependents in School	161	18.2	30	2.5	518	3.3	0	0.0	4	0.1
<b>Total</b>	<b>884</b>	<b>26.6</b>	<b>1,213</b>	<b>4.3</b>	<b>15,662</b>	<b>4.5</b>	<b>1,786</b>	<b>0.1</b>	<b>5,401</b>	<b>0.2</b>

CASAS 2001

## APPENDIX D

Table D.1

**Learner Work Outcomes by Secondary Reasons for Enrollment for Local Agency Population (1999-00)**

Work Outcomes	Improve Basic Skills		Improve Eng. Skills		HS/GED		Get Job		Retain Job		Enter College/Train		Work-Based Proj	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	5,422	6.1	8,248	7.8	1,364	5.2	6,899	11.6	3,447	8.0	417	8.0	0	0.0
Retained Job	4,526	5.1	6,392	6.0	1,090	4.2	3,122	5.3	4,514	10.5	365	7.0	0	0.0
Work-Based Project	2	0.0	7	0.0	0	0.0	3	0.0	2	0.0	0	0.0	0	0.0
Entered Job Training	965	1.1	1,051	1.0	334	1.3	1,052	1.8	545	1.3	70	1.3	0	0.0
Entered Apprenticeship	232	0.3	431	0.4	51	0.2	246	0.4	167	0.4	16	0.3	0	0.0
Entered Military	151	0.2	166	0.2	46	0.2	94	0.2	68	0.2	15	0.3	0	0.0
Acq. Workforce Skills	1,425	1.6	2,230	2.1	337	1.3	1,226	2.1	1,073	2.5	109	2.1	0	0.0
Reduced Pub. Assist.	104	0.1	112	0.1	21	0.1	110	0.2	52	0.1	9	0.2	0	0.0
Other	24,517	27.5	29,925	28.3	6,489	24.8	18,012	30.3	11,358	26.4	1,595	30.5	0	0.0
<b>Total</b>	<b>89,218</b>	<b>42.0</b>	<b>105,898</b>	<b>45.9</b>	<b>26,156</b>	<b>37.3</b>	<b>59,357</b>	<b>51.9</b>	<b>42,959</b>	<b>49.4</b>	<b>5,230</b>	<b>49.7</b>	<b>1</b>	<b>0.0</b>

Work Outcomes	Family Goal		U.S. Cit		Military		Personal		None		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Got a Job	0	0.0	1,227	8.5	192	7.7	4,159	5.7	1,201	4.9	636	5.3
Retained Job	0	0.0	936	6.5	113	4.5	3,120	4.3	811	3.3	329	2.7
Work-Based Project	1	1.7	1	0.0	0	0.0	2	0.0	1	0.0	0	0.0
Entered Job Training	0	0.0	160	1.1	22	0.9	593	0.8	200	0.8	137	1.1
Entered Apprenticeship	0	0.0	48	0.3	6	0.2	245	0.3	42	0.2	21	0.2
Entered Military	0	0.0	22	0.2	270	10.8	125	0.2	45	0.2	19	0.2
Acq. Workforce Skills	0	0.0	300	2.1	39	1.6	1,177	1.6	244	1.0	165	1.4
Reduced Pub. Assist.	0	0.0	32	0.2	3	0.1	67	0.1	20	0.1	20	0.2
Other	5	8.6	4,419	30.6	711	28.3	20,482	28.0	5,661	23.0	3,695	30.6
<b>Total</b>	<b>58</b>	<b>10.3</b>	<b>14,439</b>	<b>49.5</b>	<b>2,508</b>	<b>54.1</b>	<b>73,273</b>	<b>41.0</b>	<b>24,572</b>	<b>33.5</b>	<b>12,082</b>	<b>41.7</b>

**Table D.2**

**Learner Personal/ Family Outcomes by Secondary Reasons for Enrollment for Local Agency Population (1999-00)**

Personal Outcomes	Improve Basic Skills		Improve Eng. Skills		HS/GED		Get Job		Retain Job		Enter College/Train		Work-Based Proj	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Increased Involv. in Children's Ed.	5,744	6.4	9,371	8.8	1,330	5.1	5,696	9.6	3,281	7.6	374	7.2	0	0.0
Increased Involv. in Children's Lit.	3,507	3.9	5,978	5.6	827	3.2	3,536	6.0	1,941	4.5	229	4.4	0	0.0
Met other family goal	8	0.0	3	0.0	1	0.0	16	0.0	18	0.0	8	0.2	1	100.0
Met personal goal	20,637	23.1	24,715	23.3	5,242	20.0	14,786	24.9	9,241	21.5	1,403	26.8	0	0.0
Other	23,618	26.5	32,334	30.5	5,163	19.7	17,364	29.3	11,752	27.4	1,732	33.1	0	0.0
<b>Total</b>	<b>89,218</b>	<b>59.9</b>	<b>105,898</b>	<b>68.2</b>	<b>26,156</b>	<b>48.0</b>	<b>59,357</b>	<b>69.8</b>	<b>42,959</b>	<b>61.0</b>	<b>5,230</b>	<b>71.7</b>	<b>1</b>	<b>100.0</b>

Personal Outcomes	Family Goal		U.S. Cit		Military		Personal		None		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Increased Involv. in Children's Ed.	1	1.7	1,493	10.3	81	3.2	6,450	8.8	1,175	4.8	520	4.3
Increased Involv. in Children's Lit.	2	3.4	1,032	7.1	52	2.1	4,108	5.6	779	3.2	300	2.5
Met other family goal	2	3.4	1	0.0	0	0.0	10	0.0	0	0.0	2	0.0
Met personal goal	5	8.6	3,632	25.2	637	25.4	17,661	24.1	5,110	20.8	2,655	22.0
Other	0	0.0	4,868	33.7	616	24.6	20,689	28.2	6,531	26.6	3,205	26.5
<b>Total</b>	<b>58</b>	<b>17.1</b>	<b>14,439</b>	<b>76.3</b>	<b>2,508</b>	<b>55.3</b>	<b>73,273</b>	<b>66.7</b>	<b>24,572</b>	<b>55.4</b>	<b>12,082</b>	<b>55.3</b>

CASAS 2001

**Table D.3**

**Learner Community Outcomes by Secondary Reasons for Enrollment for Local Agency Population (1999-00)**

<b>Community Outcomes</b>	<b>Improve Basic Skills</b>		<b>Improve Eng. Skills</b>		<b>HS/GED</b>		<b>Get Job</b>		<b>Retain Job</b>		<b>Enter College/Train</b>		<b>Work-Based Proj</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Achieved U.S. Citizenship skills	1,383	1.6	2,219	2.1	216	0.8	994	1.7	612	1.4	55	1.1	0	0.0
Registered to Vote/Voted First Time	720	0.8	829	0.8	155	0.6	489	0.8	302	0.7	51	1.0	0	0.0
Increased involv, in comm. activ.	3,961	4.4	6,158	5.8	777	3.0	2,989	5.0	2,049	4.8	345	6.6	0	0.0
Other	30,038	33.7	38,881	36.7	7,638	29.2	22,121	37.3	14,551	33.9	1,975	37.8	0	0.0
<b>Total</b>	<b>89,218</b>	<b>40.5</b>	<b>105,898</b>	<b>45.4</b>	<b>26,156</b>	<b>33.6</b>	<b>59,357</b>	<b>44.8</b>	<b>42,959</b>	<b>40.8</b>	<b>5,230</b>	<b>46.5</b>	<b>1</b>	<b>0.0</b>

<b>Community Outcomes</b>	<b>Family Goal</b>		<b>U.S. Cit</b>		<b>Military</b>		<b>Personal</b>		<b>None</b>		<b>Other</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Achieved U.S. Citizenship skills	0	0.0	1,109	7.7	16	0.6	1,132	1.5	352	1.4	115	1.0
Registered to Vote/Voted 1st Time	0	0.0	192	1.3	43	1.7	581	0.8	215	0.9	86	0.7
Increased involv, in comm. activ.	1	1.7	876	6.1	111	4.4	3,517	4.8	699	2.8	398	3.3
Other	4	6.9	5,740	39.8	858	34.2	25,762	35.2	6,764	27.5	4,093	33.9
<b>Total</b>	<b>58</b>	<b>8.6</b>	<b>14,439</b>	<b>54.9</b>	<b>2,508</b>	<b>40.9</b>	<b>73,273</b>	<b>42.3</b>	<b>24,572</b>	<b>32.6</b>	<b>12,082</b>	<b>38.9</b>

CASAS 2001

**Table D.4**

**Learner Education Outcomes by Secondary Reasons for Enrollment for Local Agency Population (1999-00)**

Education Outcomes	Improve Basic Skills		Improve Eng. Skills		HS/GED		Get Job		Retain Job		Enter College/Train		Work-Based Proj	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Returned to K-12	593	0.7	118	0.1	169	0.6	191	0.3	95	0.2	37	0.7	0	0.0
Passed GED	1,590	1.8	531	0.5	825	3.2	1,093	1.8	629	1.5	269	5.1	0	0.0
Earned Certificate	1,749	2.0	2,251	2.1	332	1.3	1,360	2.3	778	1.8	134	2.6	0	0.0
Earned High School Diploma	3,043	3.4	1,629	1.5	1,097	4.2	2,023	3.4	1,268	3.0	373	7.1	1	100.0
Entered College	438	0.5	445	0.4	75	0.3	356	0.6	202	0.5	155	3.0	0	0.0
Entered Training Program	1,194	1.3	1,261	1.2	326	1.2	1,034	1.7	608	1.4	159	3.0	0	0.0
Gained Computer/ Tech Skills	5,937	6.7	7,066	6.7	1,368	5.2	4,829	8.1	2,843	6.6	488	9.3	0	0.0
Mastered course competencies	6,326	7.1	7,342	6.9	1,231	4.7	4,540	7.6	2,856	6.6	605	11.6	0	0.0
Other	36,178	40.6	39,246	37.1	9,483	36.3	23,665	39.9	15,297	35.6	2,410	46.1	0	0.0
<b>Total</b>	<b>89,218</b>	<b>64.1</b>	<b>105,898</b>	<b>56.5</b>	<b>26,156</b>	<b>57.0</b>	<b>59,357</b>	<b>65.7</b>	<b>42,959</b>	<b>57.2</b>	<b>5,230</b>	<b>88.5</b>	<b>1</b>	<b>100.0</b>

Education Outcomes	Family Goal		U.S. Cit		Military		Personal		None		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Returned to K-12	0	0.0	27	0.2	30	1.2	496	0.7	338	1.4	232	1.9
Passed GED	0	0.0	83	0.6	98	3.9	1,232	1.7	261	1.1	245	2.0
Earned Certificate	1	1.7	361	2.5	43	1.7	1,372	1.9	428	1.7	176	1.5
Earned High School Diploma	1	1.7	210	1.5	324	12.9	2,659	3.6	981	4.0	431	3.6
Entered College	0	0.0	59	0.4	14	0.6	296	0.4	80	0.3	45	0.4
Entered Training Program	0	0.0	212	1.5	38	1.5	952	1.3	193	0.8	166	1.4
Gained Computer/ Tech Skills	0	0.0	1,095	7.6	183	7.3	4,835	6.6	1,454	5.9	646	5.3
Mastered course competencies	0	0.0	1,082	7.5	204	8.1	5,220	7.1	1,545	6.3	657	5.4
Other	0	0.0	5,814	40.3	1,141	45.5	28,909	39.5	9,381	38.2	5,013	41.5
<b>Total</b>	<b>58</b>	<b>3.4</b>	<b>14,439</b>	<b>62.1</b>	<b>2,508</b>	<b>82.7</b>	<b>73,273</b>	<b>62.8</b>	<b>24,572</b>	<b>59.7</b>	<b>12,082</b>	<b>63.0</b>

## APPENDIX E

**Table E.1**

**Total Enrollment Population by Region (1999-00)**

	<u>N</u>	<u>%</u>
Balance of State	61,657	12.0
Bay Area Region	85,834	16.7
Central Valley Region	27,750	5.4
Los Angeles Perimeter Region	81,796	16.0
Los Angeles County Region	220,050	42.9
San Diego Region	35,684	7.0
<b>Total</b>	<b>512,771</b>	<b>100.0</b>

*CASAS 2001*

**Table E.2**

**Instructional Program by Region**

	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
ABE	6,503	10.6	5,397	6.3	3,707	13.4	5,799	7.1	11,792	5.4	4,316	12.1	37,514	7.3
ESL	35,037	56.8	60,488	70.6	11,984	43.2	54,194	66.3	168,818	76.9	23,331	65.4	353,852	69.1
ESL-Cit	2,497	4.1	2,854	3.3	1,178	4.3	2,428	3.0	4,704	2.1	474	1.3	14,135	2.8
ASE	17,532	28.5	16,941	19.8	10,843	39.1	19,306	23.6	34,289	15.6	7,546	21.2	106,457	20.8
<b>Total</b>	<b>61,569</b>	<b>100.0</b>	<b>85,680</b>	<b>100.0</b>	<b>27,712</b>	<b>100.0</b>	<b>81,727</b>	<b>100.0</b>	<b>219,603</b>	<b>100.0</b>	<b>35,667</b>	<b>100.0</b>	<b>511,958</b>	<b>100.0</b>

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**Table E.3**

**Instructional Program Levels by Region (1999-00)**

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<b>ABE</b>														
Beginning Lit	698	19.1	568	17.0	62	2.7	221	8.5	1,801	20.5	317	16.6	3,667	16.3
Beginning	749	20.5	779	23.4	354	15.4	312	12.0	1,943	22.2	536	28.1	4,673	20.7
Intermediate Low	1,134	30.9	955	28.6	645	28.1	798	30.8	2,036	23.2	512	26.9	6,080	26.9
Intermediate High	721	19.7	628	18.8	477	20.8	325	12.5	1,475	16.8	321	16.8	3,947	17.5
ASE Low	311	8.5	398	11.9	736	32.1	917	35.4	1,342	15.3	190	10.0	3,894	17.3
ASE High	48	1.3	7	0.3	20	0.9	19	0.8	175	2.0	30	1.6	299	1.3
<b>Total</b>	<b>3,661</b>	<b>100.0</b>	<b>3,335</b>	<b>100.0</b>	<b>2,294</b>	<b>100.0</b>	<b>2,592</b>	<b>100.0</b>	<b>8,772</b>	<b>100.0</b>	<b>1,906</b>	<b>100.0</b>	<b>22,560</b>	<b>100.0</b>
<b>ESL-Cit</b>														
Beginning Lit	6,019	21.1	8,584	16.1	1,640	15.0	7,579	16.9	14,944	9.5	4,396	21.2	43,162	13.6
Beginning	15,029	52.7	27,394	51.2	7,374	67.4	25,539	57.1	100,897	63.9	9,267	44.5	185,500	58.6
Intermediate Low	3,886	13.6	7,776	14.6	967	8.9	5,912	13.2	19,970	12.7	3,066	14.8	41,577	13.2
Intermediate High	2,276	8.0	5,409	10.1	698	6.4	3,453	7.7	14,482	9.2	2,298	11.1	28,616	9.1
Advanced Low	1,294	4.6	4,248	8.0	247	2.3	2,246	5.1	7,460	4.7	1,737	8.4	17,232	5.5
Advanced High	1	0.0	11	0.0	--	--	--	--	8	0.0	--	--	20	0.0
<b>Total</b>	<b>28,505</b>	<b>100.0</b>	<b>53,422</b>	<b>100.0</b>	<b>10,926</b>	<b>100.0</b>	<b>44,729</b>	<b>100.0</b>	<b>157,761</b>	<b>100.0</b>	<b>20,764</b>	<b>100.0</b>	<b>316,107</b>	<b>100.0</b>
<b>ESL-Cit</b>														
Beginning Lit	183	10.8	347	17.1	93	11.6	269	14.7	418	11.5	18	6.3	1,328	12.9
Beginning	855	50.7	1,251	61.5	253	31.5	912	49.7	2,455	67.5	129	45.4	5,855	56.9
Intermediate Low	280	16.6	300	14.8	146	18.3	243	13.2	568	15.6	72	25.4	1,609	15.7
Intermediate High	132	7.8	41	2.0	202	25.3	201	11.0	117	3.2	42	14.8	735	7.2
Advanced Low	238	14.1	94	4.6	106	13.3	209	11.4	78	2.2	23	8.1	748	7.3
<b>Total</b>	<b>1,688</b>	<b>100.0</b>	<b>2,033</b>	<b>100.0</b>	<b>800</b>	<b>100.0</b>	<b>1,834</b>	<b>100.0</b>	<b>3,636</b>	<b>100.0</b>	<b>284</b>	<b>100.0</b>	<b>10,275</b>	<b>100.0</b>
<b>ASE</b>														
Beginning Lit	193	1.5	32	0.3	12	0.2	12	0.2	25	0.2	64	1.8	338	0.5
Beginning	219	1.7	112	1.0	33	0.4	41	0.4	242	1.0	7	0.2	654	0.9
Intermediate Low	1,058	8.3	632	5.6	127	1.6	222	2.3	498	2.0	25	0.7	2,562	3.7
Intermediate High	811	6.4	442	3.9	114	1.4	97	1.0	886	3.6	125	3.4	2,475	3.6
ASE Low	9,611	75.3	9,873	87.4	7,128	88.8	8,089	85.6	21,575	88.1	3,203	87.8	59,479	85.3
ASE High	863	6.8	201	1.8	609	7.6	993	10.5	1,259	5.1	224	6.1	4,149	6.0
<b>Total</b>	<b>12,755</b>	<b>100.0</b>	<b>11,292</b>	<b>100.0</b>	<b>8,023</b>	<b>100.0</b>	<b>9,454</b>	<b>100.0</b>	<b>24,485</b>	<b>100.0</b>	<b>3,648</b>	<b>100.0</b>	<b>69,657</b>	<b>100.0</b>

**Table E.4**

**Provider Type by Region (1999-00)**

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult	57,555	93.3	74,653	86.9	26,756	96.4	60,308	73.7	208,730	94.9	23,528	65.9	451,530	88.0
CBO	26	0.0	223	0.3	239	0.9	--	--	1,578	0.7	--	--	2,066	0.4
CCD	2,456	4.0	8,904	10.4	--	--	19,572	23.9	9,653	4.4	10,571	29.6	51,156	10.0
COE	167	0.3	--	--	--	--	--	--	--	--	--	--	167	0.0
Jails	1,147	1.9	2,054	2.4	755	2.7	1,452	1.8	--	--	1,560	4.4	6,968	1.4
Lib/Lit	306	0.5	--	--	--	--	464	0.6	89	0.0	25	0.1	884	0.2
<b>Total</b>	<b>61,657</b>	<b>100.0</b>	<b>85,834</b>	<b>100.0</b>	<b>27,750</b>	<b>100.0</b>	<b>81,796</b>	<b>100.0</b>	<b>220,050</b>	<b>100.0</b>	<b>35,684</b>	<b>100.0</b>	<b>512,771</b>	<b>100.0</b>

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**Table E.5a**

**Learner Demographics by Region (1999-00)**

<b>Gender</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Female	30,990	52.7	43,845	54.0	15,374	57.2	40,366	52.6	119,390	56.1	18,574	55.7	268,539	54.9
Male	27,772	47.3	37,338	46.0	11,507	42.8	36,368	47.4	93,277	43.9	14,749	44.3	221,011	45.1
<b>Total</b>	<b>58,762</b>	<b>100.0</b>	<b>81,183</b>	<b>100.0</b>	<b>26,881</b>	<b>100.0</b>	<b>76,734</b>	<b>100.0</b>	<b>212,667</b>	<b>100.0</b>	<b>33,323</b>	<b>100.0</b>	<b>489,550</b>	<b>100.0</b>

<b>Age</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
16-20	13,265	23.6	15,478	19.8	5,915	22.4	16,730	22.3	34,191	16.2	6,949	21.2	92,528	19.3
21-30	18,595	33.1	24,029	30.8	9,111	34.5	25,892	34.5	71,005	33.7	10,728	32.7	159,360	33.3
31-40	13,045	23.2	16,910	21.7	6,590	25.0	18,570	24.8	52,466	24.9	7,741	23.6	115,322	24.1
41-50	6,723	12.0	9,686	12.4	3,201	12.1	8,212	11.0	28,877	13.7	4,096	12.5	60,795	12.7
51-64	3,310	5.9	6,862	8.8	1,189	4.5	3,773	5.0	15,785	7.5	2,279	6.9	33,198	6.9
65+	1,259	2.2	5,099	6.5	395	1.5	1,810	2.4	8,214	4.0	1,026	3.1	17,803	3.7
<b>Total</b>	<b>56,197</b>	<b>100.0</b>	<b>78,064</b>	<b>100.0</b>	<b>26,401</b>	<b>100.0</b>	<b>74,987</b>	<b>100.0</b>	<b>210,538</b>	<b>100.0</b>	<b>32,819</b>	<b>100.0</b>	<b>479,006</b>	<b>100.0</b>

<b>Ethnic Background</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
White	11,466	20.2	9,978	12.5	4,432	16.7	8,495	11.3	14,061	6.7	4,322	15.8	52,754	11.1
Hispanic	33,772	59.6	37,498	47.1	18,159	68.3	54,436	72.6	150,813	71.7	18,272	66.8	312,950	65.8
Asian	6,182	10.9	23,374	29.4	1,800	6.8	8,286	11.0	25,647	12.2	2,826	10.3	68,115	14.3
Black	3,146	5.5	3,933	4.9	1,313	4.9	1,956	2.6	6,889	3.3	1,294	4.7	18,531	3.9
Pacific Islander	381	0.7	1,507	1.9	76	0.3	301	0.5	2,851	1.4	97	0.4	5,213	1.1
Filipino	865	1.5	1,719	2.2	181	0.7	434	0.6	1,012	0.5	385	1.4	4,596	1.0
Native American	881	1.6	1,425	1.8	584	2.2	1,068	1.4	8,744	4.2	156	0.6	12,858	2.7
Native Alaskan	17	0.0	184	0.2	14	0.1	24	0.0	73	0.0	7	0.0	319	0.1
<b>Total</b>	<b>56,710</b>	<b>100.0</b>	<b>79,618</b>	<b>100.0</b>	<b>26,559</b>	<b>100.0</b>	<b>75,000</b>	<b>100.0</b>	<b>210,090</b>	<b>100.0</b>	<b>27,359</b>	<b>100.0</b>	<b>475,336</b>	<b>100.0</b>

<b>Native Language</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
English	16,157	28.4	13,256	16.7	10,114	38.1	24,878	33.0	20,376	9.9	4,667	18.1	89,448	19.0
Spanish	30,379	53.4	35,552	44.8	14,002	52.6	40,891	54.1	149,449	72.5	15,451	59.9	285,724	60.8
Vietnamese	893	1.6	4,678	5.9	75	0.3	3,679	4.9	2,437	1.2	994	3.9	12,756	2.7
Chinese	1,671	2.9	12,202	15.4	187	0.7	1,033	1.4	11,343	5.5	467	1.8	26,903	5.7
Hmong	805	1.4	17	0.0	626	2.4	41	0.1	24	0.0	39	0.2	1,552	0.3
Cambodian	229	0.5	401	0.5	207	0.8	140	0.2	397	0.2	58	0.2	1,432	0.3
Tagalog	411	0.7	986	1.2	88	0.3	234	0.3	570	0.3	310	1.2	2,599	0.6
Korean	576	1.0	1,698	2.1	97	0.4	1,419	1.9	5,889	2.9	287	1.1	9,966	2.1
Lao	272	0.5	225	0.3	151	0.6	83	0.1	76	0.0	109	0.4	916	0.3
Russian	2,698	4.7	2,119	2.7	133	0.5	169	0.2	2,603	1.3	339	1.3	8,061	1.7
Farsi	217	0.4	1,119	1.4	63	0.2	445	0.6	1,733	0.8	266	1.0	3,843	0.8
Other	2,554	4.5	7,131	9.0	827	3.1	2,398	3.2	11,042	5.4	2,817	10.9	26,769	5.7
<b>Total</b>	<b>56,862</b>	<b>100.0</b>	<b>79,384</b>	<b>100.0</b>	<b>26,570</b>	<b>100.0</b>	<b>75,410</b>	<b>100.0</b>	<b>205,939</b>	<b>100.0</b>	<b>25,804</b>	<b>100.0</b>	<b>469,969</b>	<b>100.0</b>

**Table E.5b**

**Highest Degree Earned and Years of Education by Region (1999-00)**

<b>Highest Degree Earned</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
None	35,976	70.2	39,330	54.2	19,849	75.8	45,560	62.6	116,580	59.1	14,808	65.8	272,103	61.5
GED Certificate	1,922	3.8	1,935	2.7	646	2.5	2,025	2.8	5,009	2.5	743	3.3	12,280	2.8
High School Diploma	8,128	15.9	16,976	23.4	3,922	15.0	15,070	20.7	42,187	21.4	5,671	25.2	91,954	20.8
Technical Certificate	1,382	2.7	2,925	4.0	630	2.4	2,918	4.0	9,020	4.6	387	1.7	17,262	3.9
AA Degree	506	1.0	1,738	2.4	162	0.6	982	1.4	3,572	1.9	138	0.6	7,098	1.6
4 Year College	1,194	2.3	5,595	7.7	427	1.6	2,603	3.6	10,066	5.1	366	1.6	20,251	4.6
Graduate Studies	520	1.0	2,345	3.2	206	0.8	1,231	1.7	4,422	2.2	169	0.8	8,893	2.0
Other	1,585	3.1	1,747	2.4	340	1.3	2,301	3.2	6,289	3.2	234	1.0	12,496	2.8
<b>Total</b>	<b>51,213</b>	<b>100.0</b>	<b>72,591</b>	<b>100.0</b>	<b>26,182</b>	<b>100.0</b>	<b>72,690</b>	<b>100.0</b>	<b>197,145</b>	<b>100.0</b>	<b>22,516</b>	<b>100.0</b>	<b>442,337</b>	<b>100.0</b>

<b>Years of Education</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
<=3	3,556	7.4	3,474	4.9	2,260	8.8	3,367	4.8	12,407	6.5	1,130	5.2	26,194	6.1
4-6	8,064	16.5	9,145	12.8	3,975	15.5	11,121	15.8	33,682	17.4	3,448	15.8	69,435	16.1
7-9	10,722	21.9	13,598	19.1	5,233	20.3	16,950	24.1	45,031	23.3	5,279	24.3	96,813	22.4
10-11	16,343	33.4	18,584	26.1	9,512	36.9	18,566	26.4	39,351	20.3	5,326	24.5	107,682	25.0
12	6,299	12.9	13,290	18.6	3,214	12.5	12,628	17.9	33,721	17.4	3,528	16.2	72,680	16.8
13+	3,885	7.9	13,211	18.5	1,532	6.0	7,746	11.0	29,236	15.1	3,055	14.0	58,665	13.6
<b>Total</b>	<b>48,869</b>	<b>100.0</b>	<b>71,302</b>	<b>100.0</b>	<b>25,726</b>	<b>100.0</b>	<b>70,378</b>	<b>100.0</b>	<b>193,428</b>	<b>100.0</b>	<b>21,766</b>	<b>100.0</b>	<b>431,469</b>	<b>100.0</b>

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**Table E.6**

**Reason for Enrollment by Region (1999-00)**

Primary Reason	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	13,532	23.8	17,344	22.3	4,557	17.3	15,588	21.8	40,532	19.6	6,390	20.1	97,943	20.8
Improve English Skills	15,561	27.2	20,294	26.0	4,731	17.8	16,559	23.2	60,144	29.0	8,017	25.2	125,306	26.6
HS Diploma or GED	15,610	27.3	18,171	23.3	10,474	39.6	20,659	28.9	46,054	22.3	8,296	26.1	119,264	25.3
Get Job	3,217	5.7	6,242	8.0	1,406	5.3	5,739	8.0	17,769	8.6	2,849	8.9	37,222	7.9
Retain Job	2,707	4.8	4,639	6.0	728	2.8	3,907	5.5	12,238	5.9	1,456	4.6	25,675	5.4
Enter College or Training	156	0.3	339	0.4	28	0.1	199	0.3	790	0.4	174	0.5	1,686	0.4
Family Goal	2	0.0	0	0.0	0	0.0	5	0.0	18	0.0	1	0.0	26	0.0
U.S. Citizenship	1,625	2.9	3,890	5.0	695	2.6	1,752	2.5	6,930	3.4	1,162	3.6	16,054	3.4
Military	64	0.1	50	0.1	40	0.2	107	0.1	190	0.1	43	0.2	494	0.1
Personal Goal	2,954	5.2	5,577	7.2	1,839	7.0	5,490	7.7	18,126	8.8	2,913	9.1	36,899	7.8
None	32	0.1	54	0.1	16	0.1	4	0.0	246	0.1	0	0.0	352	0.1
Other	1,460	2.6	1,232	1.6	1,897	7.2	1,441	2.0	3,699	1.8	544	1.7	10,273	2.2
<b>Total</b>	<b>56,920</b>	<b>100.0</b>	<b>77,832</b>	<b>100.0</b>	<b>26,411</b>	<b>100.0</b>	<b>71,450</b>	<b>100.0</b>	<b>206,736</b>	<b>100.0</b>	<b>31,845</b>	<b>100.0</b>	<b>471,194</b>	<b>100.0</b>

Secondary Reason	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Improve Basic Skills	13,657	25.5	16,440	22.4	5,198	19.9	12,078	17.5	37,093	18.3	4,752	15.6	89,218	19.6
Improve English Skills	9,591	17.9	18,260	24.8	3,702	14.2	16,437	23.8	49,557	24.4	8,351	27.3	105,898	23.2
HS Diploma or GED	2,880	5.4	3,419	4.7	2,245	8.6	4,587	6.6	11,070	5.4	1,955	6.4	26,156	5.7
Get Job	6,857	12.8	8,507	11.6	4,578	17.6	8,508	12.3	27,113	13.3	3,794	12.4	59,357	13.0
Retain Job	4,772	8.9	6,235	8.5	2,460	9.4	8,014	11.6	19,115	9.4	2,363	7.7	42,959	9.4
Enter College or Training	733	1.4	613	0.8	353	1.4	763	1.1	2,449	1.2	319	1.0	5,230	1.1
Work Based Project	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	1	0.0
Family Goal	8	0.0	1	0.0	0	0.0	11	0.0	38	0.0	0	0.0	58	0.0
U.S. Citizenship	1,072	2.0	2,938	4.0	689	2.6	2,054	3.0	6,450	3.2	1,236	4.0	14,439	3.2
Military	393	0.8	274	0.4	266	1.1	513	0.7	875	0.5	187	0.7	2,508	0.6
Personal Goal	7,783	14.6	10,979	15.0	4,832	18.5	10,456	15.1	33,373	16.4	5,850	19.2	73,273	16.1
None	4,080	7.6	3,917	5.3	794	3.0	3,756	5.4	11,175	5.5	850	2.8	24,572	5.4
Other	1,634	3.1	1,805	2.5	960	3.7	1,976	2.9	4,816	2.4	891	2.9	12,082	2.7
<b>Total</b>	<b>53,460</b>	<b>100.0</b>	<b>73,388</b>	<b>100.0</b>	<b>26,077</b>	<b>100.0</b>	<b>69,154</b>	<b>100.0</b>	<b>203,124</b>	<b>100.0</b>	<b>30,548</b>	<b>100.0</b>	<b>455,751</b>	<b>100.0</b>

**Table E.7****Learner Progress by Region (1999-00)**

<b>Progress</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>		<b>Total</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Retained Same Level	12,675	27.1	20,437	32.9	5,525	24.3	22,755	41.1	55,790	34.8	7,235	22.8	124,417	32.8
Completed & Moved Up	5,116	10.9	11,484	18.5	3,123	13.8	8,795	15.9	40,136	25.1	5,419	17.1	74,073	19.6
Left before Completion	14,561	31.1	14,506	23.4	6,599	29.0	12,474	22.6	35,786	22.3	10,215	32.3	94,141	24.9
Left after Completion	6,703	14.3	7,736	12.5	3,485	15.4	5,236	9.5	12,168	7.6	5,516	17.4	40,844	10.8
No Show or <12 hours	7,749	16.6	7,846	12.7	3,965	17.5	6,037	10.9	16,271	10.2	3,288	10.4	45,156	11.9
<b>Total</b>	<b>46,804</b>	<b>100.0</b>	<b>62,009</b>	<b>100.0</b>	<b>22,697</b>	<b>100.0</b>	<b>55,297</b>	<b>100.0</b>	<b>160,151</b>	<b>100.0</b>	<b>31,673</b>	<b>100.0</b>	<b>378,631</b>	<b>100.0</b>

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**Table E.8a****Learner Work Outcomes by Region (1999-00)**

<b>Work Outcomes</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Got a Job	3,099	5.0	6,278	7.3	1,632	5.9	5,102	6.2	16,355	7.4	3,001	8.4
Retained Job	1,283	2.1	4,446	5.2	859	3.1	4,306	5.3	13,928	6.3	2,049	5.7
Met Work-Based Proj.	6	0.0	0	0.0	0	0.0	0	0.0	15	0.0	2	0.0
Entered Job Training	426	0.7	864	1.0	279	1.0	793	1.0	2,483	1.1	760	2.1
Entered Apprenticeship	70	0.1	227	0.3	43	0.2	232	0.3	911	0.4	94	0.3
Entered Military	155	0.3	280	0.3	51	0.2	126	0.2	409	0.2	64	0.2
Acq. Workforce Skills	720	1.2	1,628	1.9	392	1.4	1,154	1.4	4,156	1.9	797	2.2
Reduced Public Assist.	45	0.1	98	0.1	47	0.2	78	0.1	266	0.1	50	0.1
Other	10,324	16.7	21,848	25.5	9,737	35.1	15,577	19.0	66,837	30.4	11,133	31.2

*CASAS 2001*

**Table E.8b****Learner Personal/Family Outcomes by Region (1999-00)**

<b>Personal/Family Outcomes</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>	
	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>	<b><u>N</u></b>	<b>%</b>
Increased Involv. Children's Ed.	2,683	4.4	5,087	5.9	2,203	7.9	5,839	7.1	18,620	8.5	3,190	8.9
Increased Involv. Children's Lit.	1,630	2.6	2,910	3.4	1,352	4.9	3,919	4.8	11,606	5.3	2,219	6.2
Met Other Family Goal	52	0.1	2	0.0	0	0.0	15	0.0	1	0.0	0	0.0
Met Personal Goal	9,355	15.2	18,905	22.0	5,528	19.9	13,223	16.2	56,099	25.5	9,814	27.5
Other	14,144	22.9	24,218	28.2	10,167	36.6	16,329	20.0	58,326	26.5	12,600	35.3

*CASAS 2001*

**Table E.8c****Learner Community Outcomes by Region (1999-00)**

<b>Community Outcomes</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Achieved U.S. Citizenship Skills	463	0.8	1,481	1.7	199	0.7	1,352	1.7	4,367	2.0	829	2.3
Registered to Vote/Voted 1st Time	276	0.4	734	0.9	180	0.6	507	0.6	1,899	0.9	294	0.8
Increased Involvement in Community	1,777	2.9	3,951	4.6	1,296	4.7	2,745	3.4	11,570	5.3	1,645	4.6
Other	14,103	22.9	29,170	34.0	11,205	40.4	18,839	23.0	82,126	37.3	13,500	37.8

*CASAS 2001*

**Table E.8d****Learner Education Outcomes by Region (1999-00)**

<b>Education Outcomes</b>	<b>Balance of State</b>		<b>Bay Area</b>		<b>Central Valley</b>		<b>LA Perimeter</b>		<b>LA County</b>		<b>San Diego</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Returned to K-12	280	0.5	663	0.8	70	0.3	490	0.6	1,171	0.5	65	0.2
Passed GED	1,193	1.9	1,021	1.2	525	1.9	1,369	1.7	2,794	1.3	701	2.0
Earned Certificate	1,593	2.6	2,180	2.5	383	1.4	1,221	1.5	2,981	1.4	1,157	3.2
Earned High School	1,527	2.5	1,813	2.1	1,162	4.2	2,580	3.2	7,504	3.4	740	2.1
Entered College	332	0.5	478	0.6	124	0.4	285	0.3	909	0.4	197	0.6
Entered Training Program	771	1.3	1,025	1.2	329	1.2	979	1.2	2,495	1.1	1,019	2.9
Gained Computer Skills	4,184	6.8	7,636	8.9	2,503	9.0	3,919	4.8	12,180	5.5	2,511	7.0
Mastered Course Competencies	4,657	7.6	6,369	7.4	2,342	8.4	3,815	4.7	13,439	6.1	3,077	8.6
Other	18,888	30.6	35,331	41.2	11,984	43.2	22,857	27.9	85,811	39.0	15,114	42.4

*CASAS 2001*

**Table E.9**

**Distribution of Reading Pre-Test Scores by Region (1999-00)**

	Balance of State		Bay Area		Central Valley		LA Perimeter		LA County		San Diego		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>ABE</b>														
<200	161	14.6	195	8.7	70	5.4	120	9.5	360	7.4	79	4.3	985	7.8
201-210	125	11.3	234	10.4	116	9.0	177	14.1	947	19.6	162	8.7	1,761	14.0
211-220	169	15.3	415	18.5	290	22.5	187	14.9	730	15.1	488	26.3	2,279	18.1
221-235	466	42.2	1,036	46.2	659	51.2	572	45.4	2,109	43.6	904	48.7	5,746	45.7
236-245	120	10.9	248	11.1	116	9.0	139	11.0	536	11.1	170	9.2	1,329	10.6
246+	62	5.7	113	5.1	37	2.9	64	5.1	152	3.2	51	2.8	479	3.8
<b>Total</b>	<b>1,103</b>	<b>100.0</b>	<b>2,241</b>	<b>100.0</b>	<b>1,288</b>	<b>100.0</b>	<b>1,259</b>	<b>100.0</b>	<b>4,834</b>	<b>100.0</b>	<b>1,854</b>	<b>100.0</b>	<b>12,579</b>	<b>100.0</b>
<b>ESL</b>														
<180	1,005	6.6	1,021	4.4	375	6.5	1,316	4.4	3,248	3.7	574	5.1	7,539	4.3
181-200	4,679	30.5	5,865	25.2	1,876	32.7	7,392	24.9	19,001	21.6	2,746	24.6	41,559	24.0
201-210	4,757	31.0	7,190	30.8	1,886	32.8	10,546	35.6	30,543	34.6	3,025	27.1	57,947	33.4
211-220	2,220	14.5	4,117	17.7	870	15.1	4,611	15.6	14,712	16.7	1,971	17.6	28,501	16.4
221-235	2,355	15.4	4,439	19.0	656	11.4	5,149	17.4	18,456	20.9	2,342	21.0	33,397	19.3
236-245	307	2.0	678	2.9	80	1.5	635	2.1	2,182	2.5	511	4.6	4,393	2.6
<b>Total</b>	<b>15,323</b>	<b>100.0</b>	<b>23,310</b>	<b>100.0</b>	<b>5,743</b>	<b>100.0</b>	<b>29,649</b>	<b>100.0</b>	<b>88,142</b>	<b>100.0</b>	<b>11,169</b>	<b>100.0</b>	<b>173,336</b>	<b>100.0</b>
<b>ESL-Cit</b>														
<180	66	6.7	85	8.0	12	2.8	28	2.4	95	4.9	4	1.5	290	5.0
181-200	305	31.2	306	28.9	29	6.8	193	16.8	697	35.9	41	14.0	1,571	26.9
201-210	305	31.2	351	33.1	58	13.7	325	28.3	739	38.1	66	22.6	1,844	31.5
211-220	139	14.2	163	15.4	108	25.5	257	22.3	206	10.6	69	23.6	942	16.1
221-235	141	14.4	145	13.7	180	42.5	310	27.0	183	9.4	92	31.5	1,051	18.0
236-245	23	2.3	9	0.9	37	8.7	37	3.2	20	1.1	20	6.8	146	2.5
<b>Total</b>	<b>979</b>	<b>100.0</b>	<b>1,059</b>	<b>100.0</b>	<b>424</b>	<b>100.0</b>	<b>1,150</b>	<b>100.0</b>	<b>1,940</b>	<b>100.0</b>	<b>292</b>	<b>100.0</b>	<b>5,844</b>	<b>100.0</b>
<b>ASE</b>														
<200	31	1.5	20	1.5	14	0.9	27	1.0	79	1.1	2	0.2	173	1.1
201-210	57	2.7	37	2.8	44	2.7	59	2.3	179	2.5	6	0.7	382	2.4
211-220	112	5.3	78	5.9	195	11.9	224	8.6	398	5.7	50	5.6	1,057	6.8
221-235	763	35.7	504	37.9	1,013	61.6	1,341	51.2	2,977	42.2	357	39.9	6,955	44.4
236-245	622	29.2	373	28.0	295	17.9	554	21.2	2,095	29.8	255	28.5	4,194	26.8
246+	545	25.6	318	23.9	82	5.0	410	15.7	1,314	18.7	225	25.1	2,894	18.5
<b>Total</b>	<b>2,130</b>	<b>100.0</b>	<b>1,330</b>	<b>100.0</b>	<b>1,643</b>	<b>100.0</b>	<b>2,615</b>	<b>100.0</b>	<b>7,042</b>	<b>100.0</b>	<b>895</b>	<b>100.0</b>	<b>15,655</b>	<b>100.0</b>



## APPENDIX F

**Table F.1**

**Total Enrollment Population by County (1999-00)**

County Name	N	%
Alameda County	23,178	4.5
Butte County	1,209	0.3
Contra Costa County	10,904	2.1
El Dorado County	13	0.0
Fresno County	9,331	1.8
Glenn County	43	0.0
Imperial County	1,079	0.3
Kern County	11,273	2.2
Kings County	876	0.3
Lake County	110	0.0
Los Angeles County	220,050	42.9
Madera County	2,229	0.4
Mendocino County	77	0.0
Merced County	2,099	0.4
Mono County	36	0.0
Monterrey County	10,085	2.0
Napa County	3,391	0.7
Orange County	44,261	8.6
Placer County	625	0.1
Riverside County	13,402	2.6
Sacramento County	21,532	4.2
San Bernardino County	15,747	3.1
San Diego County	35,684	7.0
San Francisco County	9,097	1.8
San Joaquin County	6,549	1.3
San Luis Obispo County	243	0.0
San Mateo County	10,801	2.1
Santa Barbara County	2,147	0.4
Santa Clara County	31,854	6.2
Santa Cruz County	6,229	1.2
Shasta County	166	0.0
Solano County	4,079	0.8
Sonoma County	594	0.1
Sutter County	158	0.0
Tehama County	187	0.0
Tulare County	5,047	1.0
Ventura County	8,386	1.6
<b>Total</b>	<b>512,771</b>	<b>100.0</b>

CASAS 2001

**Table F.2****Instructional Program by County (1999-00)**

County Name	ABE		ESL		ESL-Cit		ASE	
	N	%	N	%	N	%	N	%
Alameda County	1,563	4.2	16,761	4.7	744	5.3	4,060	3.8
Butte County	375	1.0	432	0.2	9	0.1	391	0.4
Contra Costa County	1,349	3.6	5,857	1.7	109	0.8	3,576	3.4
El Dorado County	0	0.0	0	0.0	0	0.0	13	0.0
Fresno County	974	2.6	4,063	1.1	865	6.1	3,402	3.2
Glenn County	41	0.2	0	0.0	0	0.0	2	0.0
Imperial County	2	0.0	830	0.2	1	0.0	246	0.2
Kern County	1,547	4.1	5,244	1.5	186	1.3	4,290	4.0
Kings County	103	0.3	406	0.2	0	0.0	366	0.3
Lake County	31	0.1	17	0.0	7	0.0	54	0.1
Los Angeles County	11,792	31.4	168,818	47.7	4,704	33.3	34,289	32.2
Madera County	234	0.6	1,101	0.3	0	0.0	894	0.8
Mendocino County	0	0.0	69	0.0	3	0.0	5	0.0
Merced County	241	0.6	901	0.3	0	0.0	957	0.9
Mono County	8	0.0	26	0.0	0	0.0	2	0.0
Monterrey County	739	2.0	7,420	2.1	333	2.4	1,570	1.5
Napa County	1,163	3.1	1,580	0.4	88	0.6	560	0.5
Orange County	3,317	8.8	34,204	9.7	641	4.5	6,073	5.7
Placer County	80	0.2	339	0.1	9	0.1	195	0.2
Riverside County	864	2.3	7,465	2.1	717	5.1	4,321	4.1
Sacramento County	2,512	6.7	12,071	3.4	642	4.5	6,276	5.9
San Bernardino County	840	2.2	7,487	2.1	922	6.5	6,491	6.1
San Diego County	4,316	11.5	23,331	6.6	474	3.4	7,546	7.1
San Francisco County	458	1.2	8,163	2.3	438	3.1	13	0.0
San Joaquin County	172	0.5	2,739	0.8	15	0.2	3,612	3.4
San Luis Obispo County	0	0.0	33	0.0	0	0.0	210	0.2
San Mateo County	484	1.3	7,887	2.2	232	1.6	2,179	2.0
Santa Barbara County	225	0.6	1,771	0.5	142	1.0	9	0.0
Santa Clara County	1,543	4.1	21,820	6.2	1,331	9.4	7,113	6.7
Santa Cruz County	259	0.7	4,641	1.3	223	1.6	1,100	1.0
Shasta County	35	0.1	0	0.0	0	0.0	131	0.1
Solano County	298	0.8	944	0.3	1,006	7.1	1,821	1.7
Sonoma County	27	0.1	497	0.1	15	0.1	55	0.1
Sutter County	157	0.4	0	0.0	0	0.0	0	0.0
Tehama County	42	0.1	121	0.0	4	0.0	20	0.0
Tulare County	945	2.5	1,776	0.5	127	0.9	2,194	2.1
Ventura County	778	2.1	5,038	1.4	148	1.0	2,421	2.3
<b>Total</b>	<b>37,514</b>	<b>100.0</b>	<b>353,852</b>	<b>100.0</b>	<b>14,135</b>	<b>100.0</b>	<b>106,457</b>	<b>100.0</b>

CASAS 2001

**Table F.3****ABE Level by County (1999-00)**

ABE Level County Name	Beg. Lit		Beginning		Int. Low		Int. High		ASE Low		ASE High	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	50	1.4	109	2.3	84	1.4	31	0.8	118	3.0	1	0.4
Butte County	0	0.0	10	0.2	7	0.1	3	0.1	4	0.1	1	0.4
Contra Costa County	221	6.0	265	5.7	297	4.9	173	4.4	85	2.2	2	0.7
Fresno County	23	0.6	61	1.3	343	5.6	328	8.3	56	1.4	1	0.4
Glenn County	6	0.2	12	0.4	16	0.3	4	0.1	0	0.0	1	0.4
Kern County	7	0.2	180	3.9	183	3.0	2	0.1	70	1.8	1	0.3
Kings County	3	0.1	1	0.0	16	0.3	69	1.7	6	0.2	0	0.0
Lake County	1	0.0	2	0.0	2	0.0	23	0.6	0	0.0	0	0.0
Los Angeles County	1,801	49.1	1,943	41.6	2,036	33.4	1,475	37.3	1,342	34.4	175	58.5
Madera County	3	0.1	49	1.0	71	1.2	94	2.4	11	0.3	1	0.3
Merced County	5	0.2	21	0.4	71	1.2	114	2.9	4	0.1	13	4.3
Monterrey County	27	0.7	24	0.5	407	6.7	115	2.9	114	2.9	17	5.7
Napa County	104	2.8	15	0.3	11	0.2	0	0.0	6	0.2	0	0.0
Orange County	31	0.8	61	1.3	246	4.0	22	0.6	710	18.2	1	0.3
Placer County	11	0.3	0	0.0	4	0.1	1	0.0	0	0.0	0	0.0
Riverside County	12	0.3	59	1.3	290	4.8	135	3.4	69	1.8	7	2.3
Sacramento County	325	8.9	448	9.6	354	5.8	320	8.1	44	1.1	0	0.0
San Bernardino County	123	3.4	104	2.2	141	2.3	116	2.9	133	3.4	9	3.0
San Diego County	317	8.6	536	11.5	512	8.4	321	8.1	190	4.9	30	10.0
San Francisco County	7	0.2	137	2.9	159	2.6	129	3.3	0	0.0	0	0.0
San Joaquin County	45	1.2	26	0.6	6	0.1	7	0.2	73	1.9	0	0.0
San Mateo County	14	0.4	47	1.0	129	2.1	107	2.7	86	2.2	0	0.0
Santa Barbara County	16	0.4	68	1.5	4	0.1	5	0.1	0	0.0	1	0.3
Santa Clara County	276	7.5	221	4.7	286	4.7	188	4.8	109	2.8	4	1.3
Santa Cruz County	3	0.1	7	0.1	132	2.2	50	1.3	22	0.6	24	8.0
Shasta County	0	0.0	0	0.0	7	0.1	9	0.2	6	0.2	0	0.0
Solano County	15	0.4	40	0.9	78	1.3	19	0.5	25	0.6	3	1.0
Sonoma County	4	0.2	11	0.2	6	0.1	2	0.1	0	0.0	0	0.0
Sutter County	121	3.3	16	0.3	5	0.1	0	0.0	0	0.0	0	0.0
Tehama County	14	0.4	20	0.4	8	0.1	0	0.0	0	0.0	0	0.0
Tulare County	27	0.7	92	2.0	48	0.8	33	0.8	606	15.6	5	1.7
Ventura County	55	1.5	88	1.9	121	2.0	52	1.3	5	0.1	2	0.7
<b>Total</b>	<b>3,667</b>	<b>100.0</b>	<b>4,673</b>	<b>100.0</b>	<b>6,080</b>	<b>100.0</b>	<b>3,947</b>	<b>100.0</b>	<b>3,894</b>	<b>100.0</b>	<b>299</b>	<b>100.0</b>

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**Table F.3 (Cont.)**

**ESL Level by County (1999-00)**

ESL Level County Name	Beg. Lit		Beginning		Int. Low		Int. High		Adv. Low		Adv. High	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	3,607	8.4	6,445	3.5	1,825	4.4	1,718	6.0	1,117	6.5	0	0.0
Butte County	161	0.4	97	0.1	39	0.2	23	0.2	15	0.1	0	0.0
Contra Costa County	723	1.7	2,381	1.3	629	1.5	312	1.1	244	1.4	11	55.0
Fresno County	896	2.1	2,122	1.1	459	1.1	345	1.2	108	0.6	0	0.0
Imperial County	106	0.2	374	0.2	179	0.4	49	0.2	65	0.4	0	0.0
Kern County	251	0.6	3,519	1.9	329	0.8	241	0.8	38	0.2	0	0.0
Kings County	0	0.0	207	0.2	155	0.4	37	0.1	2	0.0	0	0.0
Lake County	16	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Los Angeles County	14,944	34.6	100,897	54.4	19,970	48.0	14,482	50.6	7,460	43.3	8	40.0
Madera County	348	0.8	375	0.2	113	0.3	133	0.5	80	0.5	0	0.0
Mendocino County	5	0.0	46	0.0	13	0.0	4	0.0	0	0.0	1	5.0
Merced County	310	0.7	355	0.2	84	0.2	67	0.2	49	0.3	0	0.0
Mono County	7	0.0	15	0.0	4	0.0	0	0.0	0	0.0	0	0.0
Monterrey County	733	1.7	3,054	1.6	888	2.1	585	2.0	344	2.0	0	0.0
Napa County	463	1.1	495	0.3	163	0.4	16	0.1	110	0.6	0	0.0
Orange County	4,580	10.6	16,954	9.1	3,521	8.5	2,088	7.3	695	4.0	0	0.0
Placer County	66	0.2	35	0.0	9	0.0	13	0.0	0	0.0	0	0.0
Riverside County	1,009	2.3	3,187	1.7	989	2.4	578	2.0	805	4.7	0	0.0
Sacramento County	2,304	5.3	4,636	2.5	1,442	3.5	852	3.0	345	2.0	0	0.0
San Bernardino County	974	2.3	3,390	1.8	805	1.9	352	1.2	325	1.9	0	0.0
San Diego County	4,396	10.2	9,267	5.0	3,066	7.4	2,298	8.0	1,737	10.1	0	0.0
San Francisco County	708	1.6	5,417	2.9	1,183	2.8	632	2.2	3	0.0	0	0.0
San Joaquin County	976	2.3	1,213	0.7	219	0.5	154	0.5	94	0.5	0	0.0
San Luis Obispo County	0	0.0	30	0.0	2	0.0	1	0.0	0	0.0	0	0.0
San Mateo County	650	1.5	3,806	2.1	926	2.2	713	2.5	943	5.5	0	0.0
Santa Barbara County	150	0.3	786	0.4	54	0.2	49	0.2	10	0.1	0	0.0
Santa Clara County	2,896	6.7	9,345	5.0	3,213	7.7	2,034	7.1	1,941	11.3	0	0.0
Santa Cruz County	519	1.2	2,865	1.5	378	0.9	252	0.9	223	1.3	0	0.0
Solano County	102	0.2	464	0.3	103	0.2	72	0.3	0	0.0	0	0.0
Sonoma County	63	0.2	289	0.2	101	0.2	30	0.1	5	0.0	0	0.0
Tehama County	0	0.0	48	0.0	24	0.2	6	0.0	1	0.0	0	0.0
Tulare County	183	0.4	1,378	0.7	95	0.2	45	0.2	52	0.3	0	0.0
Ventura County	1,016	2.4	2,008	1.1	597	1.4	435	1.5	421	2.4	0	0.0
<b>Total</b>	<b>43,162</b>	<b>100.0</b>	<b>185,500</b>	<b>100.0</b>	<b>41,577</b>	<b>100.0</b>	<b>28,616</b>	<b>100.0</b>	<b>17,232</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

**Table F.3 (Cont.)****ESL-Cit Level by County (1999-00)**

ESL-Cit Level County Name	Beg. Lit		Beginning		Int. Low		Int. High		Adv. Low	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	95	7.2	387	6.6	10	0.6	7	1.0	3	0.4
Butte County	8	0.6	0	0.0	0	0.0	0	0.0	0	0.0
Contra Costa County	33	2.5	37	0.6	0	0.0	1	0.1	1	0.2
Fresno County	72	5.4	160	2.7	112	7.0	187	25.4	86	11.5
Imperial County	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0
Kern County	0	0.0	39	0.7	17	1.1	0	0.0	0	0.0
Lake County	0	0.0	2	0.0	0	0.0	0	0.0	5	0.7
Los Angeles County	418	31.4	2,455	41.9	568	35.2	117	15.9	78	10.4
Mendocino County	0	0.0	1	0.0	0	0.0	2	0.3	0	0.0
Monterey County	7	0.5	54	0.9	13	0.8	10	1.4	1	0.1
Napa County	7	0.5	25	0.4	8	0.5	26	3.5	9	1.2
Orange County	11	0.8	126	2.2	43	2.7	27	3.7	13	1.7
Riverside County	15	1.1	453	7.7	78	4.8	82	11.2	24	3.2
Sacramento County	46	3.5	334	5.7	11	0.7	2	0.3	2	0.3
San Bernardino County	231	17.3	316	5.4	99	6.2	76	10.3	138	18.4
San Diego County	18	1.4	129	2.2	72	4.5	42	5.7	23	3.1
San Francisco County	117	8.8	302	5.2	1	0.1	16	2.2	1	0.1
San Joaquin County	0	0.0	6	0.2	3	0.2	2	0.3	3	0.4
San Mateo County	58	4.4	2	0.0	57	3.5	2	0.3	2	0.3
Santa Barbara County	10	0.8	22	0.4	5	0.3	1	0.1	4	0.5
Santa Clara County	44	3.3	523	8.9	232	14.4	15	2.0	87	11.6
Santa Cruz County	10	0.8	106	1.8	10	0.6	18	2.4	20	2.7
Solano County	95	7.2	300	5.1	226	14.0	68	9.3	186	24.9
Sonoma County	0	0.0	1	0.0	3	0.2	3	0.4	8	1.1
Tehama County	0	0.0	4	0.2	0	0.0	0	0.0	0	0.0
Tulare County	21	1.6	54	0.9	17	1.1	15	2.0	20	2.7
Ventura County	12	0.9	17	0.3	23	1.4	16	2.2	34	4.5
<b>Total</b>	<b>1,328</b>	<b>100.0</b>	<b>5,855</b>	<b>100.0</b>	<b>1,609</b>	<b>100.0</b>	<b>735</b>	<b>100.0</b>	<b>748</b>	<b>100.0</b>

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**Table F.3 (Cont.)**

**ASE Level by County (1999-00)**

ASE Level County Name	Beg. Lit		Beginning		Int. Low		Int. High		ASE Low		ASE High	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	1	0.3	7	1.1	64	2.5	70	2.8	1,642	2.8	94	2.3
Butte County	0	0.0	1	0.2	5	0.2	0	0.0	131	0.2	1	0.0
Contra Costa County	11	3.3	5	0.8	44	1.7	114	4.6	1,650	2.8	17	0.4
El Dorado County	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0	0	0.0
Fresno County	3	0.9	6	0.9	36	1.4	65	2.6	1,922	3.2	209	5.0
Glenn County	0	0.0	0	0.0	0	0.0	1	0.0	1	0.0	0	0.0
Imperial County	0	0.0	11	1.7	6	0.2	14	0.6	205	0.3	4	0.1
Kern County	5	1.5	10	1.5	55	2.1	6	0.2	2,600	4.4	19	0.5
Kings County	3	0.9	1	0.2	2	0.1	50	2.0	301	0.5	0	0.0
Lake County	0	0.0	1	0.2	4	0.2	15	0.6	20	0.0	11	0.3
Los Angeles County	25	7.4	242	36.9	498	19.4	886	35.8	21,575	36.3	1,259	30.3
Madera County	1	0.3	5	0.8	4	0.2	14	0.6	723	1.2	4	0.1
Merced County	4	1.2	15	2.3	26	1.0	24	1.0	527	0.9	360	8.7
Monterey County	0	0.0	12	1.8	121	4.7	174	7.0	506	0.9	610	14.7
Napa County	2	0.6	12	1.8	18	0.7	3	0.2	215	0.4	1	0.0
Orange County	3	0.9	14	2.1	36	1.4	46	1.9	1,352	2.3	56	1.3
Placer County	2	0.6	2	0.3	8	0.3	8	0.3	15	0.0	0	0.0
Riverside County	4	1.2	7	1.1	76	3.0	16	0.6	3,023	5.1	49	1.2
Sacramento County	38	11.2	78	11.9	615	24.0	245	9.9	3,315	5.6	53	1.3
San Bernardino County	5	1.5	19	2.9	107	4.2	25	1.0	2,525	4.2	885	21.3
San Diego County	64	18.9	7	1.1	25	1.0	125	5.1	3,203	5.4	224	5.4
San Francisco County	0	0.0	1	0.2	4	0.2	3	0.2	5	0.0	0	0.0
San Joaquin County	146	43.1	76	11.6	167	6.5	123	5.0	2,498	4.2	83	2.0
San Luis Obispo County	0	0.0	0	0.0	0	0.0	0	0.0	210	0.4	0	0.0
San Mateo County	3	0.9	8	1.2	16	0.6	11	0.4	1,863	3.1	38	0.9
Santa Barbara County	0	0.0	0	0.0	0	0.0	3	0.1	5	0.0	1	0.0
Santa Clara County	17	5.0	91	13.8	504	19.7	244	9.9	4,713	7.9	52	1.3
Santa Cruz County	0	0.0	9	1.4	93	3.6	114	4.6	528	0.9	81	2.0
Shasta County	0	0.0	0	0.0	3	0.1	6	0.2	63	0.1	2	0.0
Solano County	0	0.0	10	1.5	11	0.4	35	1.4	852	1.4	9	0.2
Sonoma County	0	0.0	0	0.0	1	0.0	0	0.0	5	0.0	3	0.1
Tehama County	1	0.3	1	0.2	0	0.0	6	0.2	12	0.0	0	0.0
Tulare County	0	0.0	2	0.3	10	0.4	19	0.8	2,079	3.5	21	0.5
Ventura County	0	0.0	1	0.2	3	0.2	10	0.4	1,189	2.0	3	0.1
<b>Total</b>	<b>338</b>	<b>100.0</b>	<b>654</b>	<b>100.0</b>	<b>2,562</b>	<b>100.0</b>	<b>2,475</b>	<b>100.0</b>	<b>59,479</b>	<b>100.0</b>	<b>4,149</b>	<b>100.0</b>

**Table F.4**

**Local Agency by County (1999-00)**

County Name	ADT		CBO		CCD		COE		Jails		Library Lit.	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	23,148	5.1	30	1.5	0	0.0	0	0.0	0	0.0	0	0.0
Butte County	861	0.3	0	0.0	348	0.7	0	0.0	0	0.0	0	0.0
Contra Costa County	9,338	2.1	0	0.0	0	0.0	0	0.0	1,566	22.5	0	0.0
El Dorado County	13	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Fresno County	9,092	2.0	239	11.6	0	0.0	0	0.0	0	0.0	0	0.0
Glenn County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	43	4.9
Imperial County	1,079	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Kern County	11,273	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Kings County	876	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Lake County	0	0.0	0	0.0	0	0.0	110	65.8	0	0.0	0	0.0
Los Angeles County	208,730	46.2	1,578	76.3	9,653	18.9	0	0.0	0	0.0	89	10.1
Madera County	2,229	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mendocino County	77	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Merced County	2,099	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Mono County	0	0.0	0	0.0	0	0.0	36	21.6	0	0.0	0	0.0
Monterey County	10,059	2.2	26	1.3	0	0.0	0	0.0	0	0.0	0	0.0
Napa County	3,391	0.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Orange County	24,946	5.5	0	0.0	18,709	36.5	0	0.0	606	8.7	0	0.0
Placer County	604	0.1	0	0.0	0	0.0	21	12.6	0	0.0	0	0.0
Riverside County	12,669	2.8	0	0.0	733	1.4	0	0.0	0	0.0	0	0.0
Sacramento County	20,751	4.6	0	0.0	0	0.0	0	0.0	781	11.2	0	0.0
San Bernardino County	14,512	3.2	0	0.0	130	0.3	0	0.0	641	9.2	464	52.4
San Diego County	23,528	5.2	0	0.0	10,571	20.7	0	0.0	1,560	22.4	25	2.8
San Francisco County	0	0.0	193	9.3	8,904	17.4	0	0.0	0	0.0	0	0.0
San Joaquin County	6,183	1.4	0	0.0	0	0.0	0	0.0	366	5.3	0	0.0
San Luis Obispo County	243	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
San Mateo County	10,801	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Santa Barbara County	0	0.0	0	0.0	2,108	4.1	0	0.0	0	0.0	39	4.4
Santa Clara County	31,366	6.9	0	0.0	0	0.0	0	0.0	488	7.0	0	0.0
Santa Cruz County	6,229	1.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Shasta County	166	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Solano County	4,079	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Sonoma County	570	0.1	0	0.0	0	0.0	0	0.0	0	0.0	24	2.7
Sutter County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	158	17.9
Tehama County	145	0.0	0	0.0	0	0.0	0	0.0	0	0.0	42	4.8
Tulare County	4,292	1.0	0	0.0	0	0.0	0	0.0	755	10.8	0	0.0
Ventura County	8,181	1.8	0	0.0	0	0.0	0	0.0	205	2.9	0	0.0
<b>Total</b>	<b>451,530</b>	<b>100.0</b>	<b>2,066</b>	<b>100.0</b>	<b>51,156</b>	<b>100.0</b>	<b>167</b>	<b>100.0</b>	<b>6,968</b>	<b>100.0</b>	<b>884</b>	<b>100.0</b>

**Table F.5a****Gender by County (1999-00)**

Gender County Name	Male		Female	
	N	%	N	%
Alameda County	9,939	4.5	12,452	4.6
Butte County	469	0.2	655	0.3
Contra Costa County	5,672	2.6	5,007	1.9
El Dorado County	4	0.0	9	0.0
Fresno County	3,923	1.8	5,140	1.9
Glenn County	21	0.0	22	0.0
Imperial County	263	0.2	802	0.3
Kern County	4,327	2.0	6,408	2.4
Kings County	356	0.2	515	0.3
Lake County	60	0.0	47	0.0
Los Angeles County	93,277	42.2	119,390	44.5
Madera County	1,173	0.5	1,056	0.4
Mendocino County	37	0.0	40	0.0
Merced County	934	0.4	1,165	0.4
Mono County	17	0.0	18	0.0
Monterey County	4,641	2.1	4,901	1.8
Napa County	1,651	0.7	1,297	0.5
Orange County	19,777	8.9	21,114	7.9
Placer County	214	0.1	358	0.2
Riverside County	5,559	2.5	6,981	2.6
Sacramento County	9,140	4.1	11,597	4.3
San Bernardino County	7,135	3.2	8,168	3.0
San Diego County	14,749	6.7	18,574	6.9
San Francisco County	2,847	1.3	4,573	1.7
San Joaquin County	2,989	1.4	3,376	1.3
San Luis Obispo County	120	0.1	123	0.0
San Mateo County	4,916	2.2	5,187	1.9
Santa Barbara County	1,079	0.5	855	0.3
Santa Clara County	13,964	6.3	16,626	6.2
Santa Cruz County	3,394	1.5	2,796	1.0
Shasta County	55	0.0	62	0.0
Solano County	1,737	0.8	1,976	0.7
Sonoma County	253	0.1	293	0.2
Sutter County	36	0.0	79	0.0
Tehama County	63	0.0	113	0.0
Tulare County	2,323	1.1	2,661	1.0
Ventura County	3,897	1.8	4,103	1.5
<b>Total</b>	<b>221,011</b>	<b>100.0</b>	<b>268,539</b>	<b>100.0</b>

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**Table F.5a**

**Age by County (1999-00)**

Age County Name	16-20 yrs		21-30 yrs		31-40 yrs		41-50 yrs		51-64 yrs		64+ yrs	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	4,255	4.6	6,617	4.2	4,614	4.0	2,626	4.3	1,749	5.3	1,237	6.9
Butte County	276	0.3	335	0.2	239	0.3	134	0.2	53	0.2	23	0.1
Contra Costa County	2,669	2.9	3,429	2.2	2,185	1.9	995	1.6	540	1.6	291	1.6
El Dorado County	2	0.0	6	0.0	1	0.0	3	0.0	0	0.0	0	0.0
Fresno County	2,060	2.2	3,069	1.9	2,165	1.9	1,088	1.8	470	1.4	200	1.1
Glenn County	7	0.0	12	0.0	14	0.0	8	0.0	2	0.0	0	0.0
Imperial County	134	0.2	227	0.2	324	0.3	240	0.4	105	0.3	38	0.2
Kern County	1,943	2.1	3,883	2.4	2,665	2.3	1,287	2.1	400	1.2	100	0.6
Kings County	211	0.2	310	0.2	209	0.2	95	0.2	38	0.1	9	0.1
Lake County	23	0.0	40	0.0	24	0.0	14	0.0	6	0.0	2	0.0
Los Angeles County	34,191	37.0	71,005	44.6	52,466	45.5	28,877	47.5	15,785	47.5	8,214	46.1
Madera County	584	0.6	821	0.5	508	0.4	236	0.4	65	0.2	13	0.1
Mendocino County	6	0.0	30	0.0	32	0.0	8	0.0	1	0.0	0	0.0
Merced County	626	0.7	624	0.4	488	0.4	239	0.4	95	0.3	26	0.1
Mono County	2	0.0	16	0.0	14	0.0	1	0.0	1	0.0	0	0.0
Monterey County	1,535	1.7	3,497	2.2	2,294	2.0	993	1.6	407	1.2	87	0.5
Napa County	512	0.6	778	0.5	520	0.5	392	0.6	196	0.6	39	0.2
Orange County	7,187	7.8	14,450	9.1	10,306	8.9	4,480	7.4	2,238	6.7	1,228	6.9
Placer County	92	0.1	206	0.1	130	0.2	66	0.1	35	0.1	15	0.1
Riverside County	3,180	3.4	4,046	2.5	2,975	2.6	1,341	2.2	507	1.5	167	0.9
Sacramento County	4,333	4.7	6,118	3.8	4,669	4.0	2,607	4.3	1,577	4.8	727	4.1
San Bernardino County	4,369	4.7	4,734	3.0	3,546	3.1	1,556	2.6	646	1.9	242	1.4
San Diego County	6,949	7.5	10,728	6.7	7,741	6.7	4,096	6.7	2,279	6.9	1,026	5.8
San Francisco County	350	0.4	1,216	0.8	1,597	1.4	1,381	2.3	1,344	4.0	1,205	6.8
San Joaquin County	2,524	2.7	1,604	1.0	1,182	1.0	597	1.0	227	0.7	75	0.4
San Luis Obispo County	131	0.1	65	0.0	26	0.0	13	0.0	6	0.0	2	0.0
San Mateo County	2,335	2.5	3,296	2.1	1,967	1.7	1,142	1.9	729	2.2	407	2.3
Santa Barbara County	207	0.2	712	0.4	501	0.4	228	0.4	87	0.3	27	0.2
Santa Clara County	5,869	6.3	9,471	5.9	6,547	5.7	3,542	5.8	2,500	7.5	1,959	11.0
Santa Cruz County	1,121	1.2	2,457	1.5	1,510	1.3	673	1.1	254	0.8	98	0.6
Shasta County	71	0.1	34	0.0	16	0.0	7	0.0	4	0.0	1	0.0
Solano County	1,390	1.5	1,047	0.7	615	0.5	306	0.5	197	0.6	86	0.5
Sonoma County	65	0.1	211	0.2	148	0.2	61	0.2	22	0.1	8	0.0
Sutter County	12	0.0	37	0.0	30	0.0	16	0.0	10	0.0	4	0.0
Tehama County	27	0.0	32	0.0	39	0.0	25	0.0	17	0.1	5	0.0
Tulare County	1,286	1.4	1,535	1.0	1,272	1.1	587	1.0	224	0.7	69	0.4
Ventura County	1,994	2.2	2,662	1.7	1,743	1.5	835	1.4	382	1.2	173	1.0
<b>Total</b>	<b>92,528</b>	<b>100.0</b>	<b>159,360</b>	<b>100.0</b>	<b>115,322</b>	<b>100.0</b>	<b>60,795</b>	<b>100.0</b>	<b>33,198</b>	<b>100.0</b>	<b>17,803</b>	<b>100.0</b>

**Table F.5a**

**Ethnicity by County (1999-00)**

Ethnicity County Name	White		Hispanic		Asian		Black	
	N	%	N	%	N	%	N	%
Alameda County	2,265	4.3	8,841	2.8	6,848	10.1	1,651	8.9
Butte County	427	0.8	340	0.1	113	0.2	20	0.1
Contra Costa County	2,287	4.3	5,362	1.7	1,032	1.5	1,015	5.5
El Dorado County	11	0.0	0	0.0	0	0.0	0	0.0
Fresno County	1,471	2.8	5,704	1.8	1,169	1.7	415	2.2
Glenn County	12	0.0	14	0.0	9	0.0	1	0.0
Imperial County	30	0.1	1,008	0.3	11	0.0	6	0.0
Kern County	1,619	3.1	7,554	2.4	290	0.4	673	3.6
Kings County	156	0.3	598	0.2	37	0.1	39	0.2
Lake County	64	0.2	33	0.0	0	0.0	3	0.0
Los Angeles County	14,061	26.7	150,813	48.2	25,647	37.6	6,889	37.2
Madera County	282	0.5	1,835	0.6	35	0.1	59	0.3
Mendocino County	3	0.0	17	0.0	0	0.0	0	0.0
Merced County	308	0.6	1,434	0.5	172	0.3	106	0.6
Mono County	4	0.0	26	0.0	0	0.0	0	0.0
Monterey County	554	1.1	8,080	2.6	329	0.5	110	0.6
Napa County	1,015	1.9	1,812	0.6	63	0.1	88	0.5
Orange County	3,188	6.0	28,862	9.2	6,244	9.2	328	1.8
Placer County	231	0.4	219	0.1	69	0.1	4	0.0
Riverside County	1,641	3.1	9,229	2.9	665	1.0	640	3.5
Sacramento County	5,918	11.2	7,059	2.3	4,213	6.2	1,663	9.0
San Bernardino County	2,194	4.2	10,843	3.5	767	1.1	888	4.8
San Diego County	4,322	8.2	18,272	5.8	2,826	4.1	1,294	7.0
San Francisco County	716	1.4	1,724	0.6	5,008	7.4	146	0.8
San Joaquin County	1,333	2.5	3,349	1.1	722	1.1	483	2.6
San Luis Obispo County	115	0.2	94	0.0	4	0.0	10	0.1
San Mateo County	1,078	2.0	6,222	2.0	1,508	2.2	167	0.9
Santa Barbara County	64	0.1	1,443	0.5	31	0.0	13	0.1
Santa Clara County	3,632	6.9	15,349	4.9	8,978	13.2	954	5.1
Santa Cruz County	576	1.1	5,344	1.7	157	0.2	47	0.3
Shasta County	119	0.2	9	0.0	10	0.0	0	0.0
Solano County	446	0.8	1,819	0.6	330	0.5	594	3.2
Sonoma County	40	0.1	456	0.1	32	0.0	2	0.0
Sutter County	12	0.0	93	0.0	16	0.0	4	0.0
Tehama County	54	0.1	124	0.0	1	0.0	0	0.0
Tulare County	1,034	2.0	3,467	1.1	169	0.2	119	0.6
Ventura County	1,472	2.8	5,502	1.8	610	0.9	100	0.5
<b>Total</b>	<b>52,754</b>	<b>100.0</b>	<b>312,950</b>	<b>100.0</b>	<b>68,115</b>	<b>100.0</b>	<b>18,531</b>	<b>100.0</b>

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**Table F.5a (Cont.)**

**Ethnicity by County (1999-00)**

Ethnicity County Name	Pac. Islander		Filipino		American Indian		Alaskan Native	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	1,114	21.4	423	9.2	372	2.9	159	49.8
Butte County	10	0.2	3	0.1	50	0.4	0	0.0
Contra Costa County	81	1.6	215	4.7	201	1.6	3	0.9
El Dorado County	0	0.0	0	0.0	0	0.0	0	0.0
Fresno County	34	0.7	48	1.0	177	1.4	6	1.9
Glenn County	2	0.0	1	0.0	4	0.0	0	0.0
Imperial County	0	0.0	2	0.0	10	0.1	0	0.0
Kern County	23	0.4	89	1.9	220	1.7	7	2.2
Kings County	1	0.0	21	0.5	24	0.2	0	0.0
Lake County	0	0.0	0	0.0	9	0.1	0	0.0
Los Angeles County	2,851	54.7	1,012	22.0	8,744	68.0	73	22.9
Madera County	2	0.0	6	0.1	10	0.1	0	0.0
Mendocino County	0	0.0	0	0.0	57	0.4	0	0.0
Merced County	10	0.2	16	0.3	29	0.2	0	0.0
Mono County	0	0.0	0	0.0	2	0.0	0	0.0
Monterey County	30	0.6	92	2.0	33	0.3	2	0.6
Napa County	9	0.2	17	0.4	46	0.4	1	0.3
Orange County	138	2.6	157	3.4	426	3.3	16	5.0
Placer County	2	0.0	5	0.1	3	0.0	0	0.0
Riverside County	65	1.2	72	1.6	154	1.2	3	0.9
Sacramento County	219	4.2	225	4.9	288	2.2	7	2.2
San Bernardino County	76	1.5	126	2.7	379	2.9	5	1.6
San Diego County	97	1.9	385	8.4	156	1.2	7	2.2
San Francisco County	14	0.3	44	1.0	22	0.2	5	1.6
San Joaquin County	38	0.7	156	3.4	195	1.5	5	1.6
San Luis Obispo County	0	0.0	5	0.1	12	0.1	0	0.0
San Mateo County	141	2.7	432	9.4	90	0.7	4	1.3
Santa Barbara County	0	0.0	7	0.2	13	0.2	0	0.0
Santa Clara County	157	3.0	605	13.2	740	5.8	13	4.1
Santa Cruz County	6	0.1	27	0.6	29	0.2	0	0.0
Shasta County	0	0.0	0	0.0	6	0.0	0	0.0
Solano County	61	1.2	297	6.5	87	0.7	2	0.6
Sonoma County	1	0.0	0	0.0	2	0.0	0	0.0
Sutter County	0	0.0	0	0.0	1	0.0	0	0.0
Tehama County	0	0.0	1	0.0	0	0.0	0	0.0
Tulare County	9	0.2	28	0.6	158	1.2	1	0.3
Ventura County	22	0.4	79	1.7	109	0.8	0	0.0
<b>Total</b>	<b>5,213</b>	<b>100.0</b>	<b>4,596</b>	<b>100.0</b>	<b>12,858</b>	<b>100.0</b>	<b>319</b>	<b>100.0</b>

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**Table F.5a**

**Language by County (1999-00)**

Language County Name	English		Spanish		Vietnamese		Chinese		Hmong		Cambodian	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	3,839	4.3	9,393	3.3	806	6.3	3,745	13.9	4	0.3	146	10.2
Butte County	705	0.8	299	0.1	2	0.0	10	0.0	80	5.2	1	0.1
Contra Costa County	3,679	4.1	4,867	1.7	131	1.0	260	1.0	1	0.1	16	1.1
El Dorado County	11	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Fresno County	3,136	3.5	4,305	1.5	57	0.4	130	0.5	494	31.8	169	11.8
Glenn County	20	0.0	13	0.0	0	0.0	2	0.0	2	0.1	0	0.0
Imperial County	145	0.2	880	0.3	0	0.0	7	0.0	0	0.0	0	0.0
Kern County	4,030	4.5	6,018	2.1	10	0.2	38	0.1	0	0.0	30	2.1
Kings County	372	0.4	446	0.2	1	0.0	15	0.1	5	0.3	1	0.1
Lake County	81	0.1	27	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Los Angeles County	20,376	22.8	149,449	52.3	2,437	19.1	11,343	42.1	24	1.5	397	27.7
Madera County	713	0.8	1,478	0.5	2	0.0	1	0.0	3	0.2	0	0.0
Mendocino County	0	0.0	69	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Merced County	670	0.7	1,201	0.4	2	0.0	3	0.0	108	7.0	2	0.2
Mono County	1	0.0	25	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Monterey County	1,228	1.4	7,658	2.7	78	0.6	45	0.2	1	0.1	5	0.3
Napa County	1,084	1.2	1,652	0.6	6	0.0	15	0.1	0	0.0	1	0.1
Orange County	13,907	15.5	19,237	6.7	3,402	26.7	541	2.0	11	0.7	75	5.2
Placer County	105	0.1	117	0.0	4	0.0	7	0.0	0	0.0	1	0.1
Riverside County	3,585	4.0	7,864	2.8	105	0.8	121	0.4	22	1.4	18	1.3
Sacramento County	6,056	6.8	6,285	2.2	618	4.8	1,341	5.0	552	35.5	45	3.1
San Bernardino County	5,332	6.0	8,861	3.1	103	0.8	175	0.7	7	0.5	35	2.4
San Diego County	4,667	5.2	15,451	5.4	994	7.8	467	1.7	39	2.5	58	4.1
San Francisco County	231	0.3	1,648	0.6	276	2.2	4,498	16.7	2	0.1	24	1.7
San Joaquin County	2,892	3.2	2,590	0.9	100	0.8	80	0.3	153	9.9	166	11.6
San Luis Obispo County	166	0.2	58	0.0	0	0.0	1	0.0	0	0.0	0	0.0
San Mateo County	1,163	1.3	5,500	1.9	38	0.4	885	3.3	2	0.1	3	0.2
Santa Barbara County	149	0.2	1,378	0.5	3	0.0	12	0.0	0	0.0	0	0.0
Santa Clara County	4,344	4.9	14,144	5.0	3,427	26.9	2,814	10.5	8	0.5	212	14.8
Santa Cruz County	766	0.9	5,094	1.8	3	0.0	78	0.3	0	0.0	2	0.1
Shasta County	130	0.1	1	0.0	2	0.0	0	0.0	0	0.0	1	0.1
Solano County	1,437	1.6	1,647	0.6	68	0.6	43	0.2	8	0.5	4	0.3
Sonoma County	23	0.0	453	0.2	6	0.0	14	0.1	0	0.0	2	0.1
Sutter County	14	0.0	91	0.0	0	0.0	0	0.0	1	0.1	0	0.0
Tehama County	59	0.1	118	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tulare County	2,278	2.5	2,478	0.9	6	0.0	16	0.1	24	1.5	6	0.4
Ventura County	2,054	2.3	4,929	1.7	69	0.6	196	0.7	1	0.1	12	0.8
<b>Total</b>	<b>89,448</b>	<b>100.0</b>	<b>285,724</b>	<b>100.0</b>	<b>12,756</b>	<b>100.0</b>	<b>26,903</b>	<b>100.0</b>	<b>1,552</b>	<b>100.0</b>	<b>1,432</b>	<b>100.0</b>

**Table F.5a**

**Language by County (1999-00)**

Language County Name	Tagalog		Korean		Lao		Russian		Farsi		Other	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Alameda County	225	8.7	513	5.1	76	8.3	294	3.6	465	12.1	2,413	9.0
Butte County	1	0.0	2	0.0	3	0.3	2	0.0	1	0.0	37	0.1
Contra Costa County	104	4.0	140	1.4	69	7.5	211	2.6	194	5.0	696	2.6
El Dorado County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Fresno County	21	0.8	49	0.5	98	10.7	122	1.5	50	1.3	413	1.5
Glenn County	0	0.0	2	0.0	3	0.4	0	0.0	0	0.0	1	0.0
Imperial County	0	0.0	4	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Kern County	50	1.9	34	0.3	12	1.3	7	0.2	8	0.2	224	0.8
Kings County	15	0.6	1	0.0	0	0.0	1	0.0	0	0.0	19	0.2
Lake County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Los Angeles County	570	21.9	5,889	59.1	76	8.3	2,603	32.3	1,733	45.1	11,042	41.2
Madera County	1	0.0	3	0.0	0	0.0	0	0.0	0	0.0	28	0.2
Mendocino County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.0
Merced County	9	0.3	3	0.0	14	1.5	3	0.0	1	0.0	64	0.2
Mono County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Monterey County	48	1.8	145	1.5	0	0.0	27	0.3	7	0.2	287	1.1
Napa County	7	0.3	8	0.1	0	0.0	3	0.0	5	0.1	45	0.2
Orange County	83	3.2	1,078	10.8	36	3.9	83	1.0	258	6.7	1,120	4.2
Placer County	1	0.0	8	0.1	0	0.0	19	0.2	9	0.3	36	0.1
Riverside County	38	1.5	123	1.2	35	3.8	17	0.2	52	1.4	388	1.4
Sacramento County	120	4.6	295	3.0	184	20.1	2,603	32.3	163	4.2	1,558	5.8
San Bernardino County	71	2.7	110	1.1	9	1.0	36	0.4	39	1.0	529	2.0
San Diego County	310	11.9	287	2.9	109	11.9	339	4.2	266	6.9	2,817	10.5
San Francisco County	34	1.3	78	0.8	4	0.4	547	6.8	16	0.4	382	1.4
San Joaquin County	54	2.1	13	0.2	60	6.6	7	0.2	9	0.3	183	0.7
San Luis Obispo County	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
San Mateo County	275	10.6	150	1.5	5	0.5	211	2.6	82	2.1	907	3.4
Santa Barbara County	4	0.2	5	0.1	0	0.0	0	0.0	0	0.0	16	0.1
Santa Clara County	348	13.4	817	8.2	71	7.8	856	10.6	362	9.4	2,733	10.2
Santa Cruz County	10	0.4	21	0.2	0	0.0	19	0.3	7	0.2	133	0.5
Shasta County	0	0.0	1	0.0	4	0.4	0	0.0	1	0.0	2	0.0
Solano County	147	5.7	58	0.6	18	2.0	16	0.3	15	0.4	166	0.6
Sonoma County	2	0.2	4	0.0	0	0.0	1	0.0	0	0.0	25	0.2
Sutter County	0	0.0	6	0.1	0	0.0	0	0.0	0	0.0	11	0.0
Tehama County	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tulare County	8	0.3	11	0.1	27	2.9	1	0.0	4	0.2	126	0.5
Ventura County	42	1.6	108	1.1	3	0.4	33	0.4	96	2.5	361	1.3
<b>Total</b>	<b>2,599</b>	<b>100.0</b>	<b>9,966</b>	<b>100.0</b>	<b>916</b>	<b>100.0</b>	<b>8,061</b>	<b>100.0</b>	<b>3,843</b>	<b>100.0</b>	<b>26,769</b>	<b>100.0</b>

**Table F.5b**

**Degree by County (1999-00)**

Degree County Name	None		GED		HS Diploma		Technical	
	N	%	N	%	N	%	N	%
Alameda County	10,549	3.9	390	3.2	4,852	5.3	744	4.3
Butte County	572	0.2	96	0.8	222	0.2	34	0.2
Contra Costa County	6,162	2.3	344	2.8	1,756	1.9	380	2.2
El Dorado County	11	0.0	0	0.0	1	0.0	0	0.0
Fresno County	6,929	2.5	147	1.2	1,271	1.4	229	1.3
Glenn County	28	0.0	1	0.0	14	0.0	0	0.0
Imperial County	737	0.3	29	0.3	119	0.2	98	0.6
Kern County	7,329	2.7	299	2.4	1,726	1.9	305	1.8
Kings County	592	0.3	25	0.3	188	0.2	20	0.1
Lake County	84	0.0	3	0.0	9	0.0	3	0.0
Los Angeles County	116,580	42.8	5,009	40.8	42,187	45.9	9,020	52.3
Madera County	1,622	0.6	89	0.7	299	0.3	35	0.2
Mendocino County	63	0.0	1	0.0	9	0.0	3	0.0
Merced County	1,613	0.6	74	0.6	303	0.3	23	0.2
Mono County	24	0.0	0	0.0	8	0.0	1	0.0
Monterey County	7,321	2.7	247	2.0	1,049	1.1	153	0.9
Napa County	1,426	0.5	79	0.6	322	0.4	20	0.2
Orange County	23,357	8.6	929	7.6	8,921	9.7	1,450	8.4
Placer County	94	0.0	22	0.3	49	0.1	0	0.0
Riverside County	7,715	2.8	395	3.2	2,065	2.2	531	3.1
Sacramento County	10,947	4.0	738	6.0	3,438	3.7	542	3.1
San Bernardino County	9,816	3.6	502	4.1	2,472	2.7	656	3.8
San Diego County	14,808	5.4	743	6.1	5,671	6.2	387	2.2
San Francisco County	3,019	1.1	177	1.4	2,217	2.4	303	1.8
San Joaquin County	4,640	1.7	192	1.6	767	0.8	111	0.6
San Luis Obispo County	224	0.2	5	0.0	10	0.0	3	0.0
San Mateo County	4,440	1.6	188	1.5	1,823	2.0	341	2.0
Santa Barbara County	562	0.3	24	0.2	176	0.2	31	0.2
Santa Clara County	15,160	5.6	836	6.8	6,328	6.9	1,157	6.7
Santa Cruz County	4,139	1.5	310	2.5	636	0.7	194	1.1
Shasta County	132	0.0	2	0.0	5	0.0	3	0.0
Solano County	2,241	0.8	53	0.4	590	0.6	111	0.6
Sonoma County	304	0.2	1	0.0	169	0.2	15	0.1
Sutter County	99	0.0	0	0.0	5	0.0	2	0.0
Tehama County	114	0.0	5	0.0	43	0.0	3	0.0
Tulare County	3,978	1.5	126	1.0	622	0.7	73	0.4
Ventura County	4,672	1.7	199	1.6	1,612	1.8	281	1.6
<b>Total</b>	<b>272,103</b>	<b>100.0</b>	<b>12,280</b>	<b>100.0</b>	<b>91,954</b>	<b>100.0</b>	<b>17,262</b>	<b>100.0</b>

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**Table F.5b (Cont.)**

**Degree by County (1999-00)**

Degree County Name	AA or AS		4 Yr. Grad		Grad. Studies		Other	
	N	%	N	%	N	%	N	%
Alameda County	452	6.4	1,444	7.1	617	6.9	419	3.4
Butte County	21	0.3	25	0.2	7	0.1	24	0.2
Contra Costa County	153	2.2	418	2.1	197	2.2	201	1.6
El Dorado County	0	0.0	0	0.0	0	0.0	0	0.0
Fresno County	53	0.7	163	0.8	58	0.7	99	0.8
Glenn County	0	0.0	0	0.0	0	0.0	0	0.0
Imperial County	1	0.0	20	0.1	15	0.2	28	0.2
Kern County	75	1.1	187	0.9	86	1.0	170	1.4
Kings County	8	0.1	8	0.0	10	0.1	16	0.1
Lake County	1	0.0	0	0.0	1	0.0	1	0.0
Los Angeles County	3,572	50.3	10,066	49.7	4,422	49.7	6,289	50.2
Madera County	10	0.1	8	0.0	5	0.1	44	0.4
Mendocino County	1	0.0	0	0.0	0	0.0	0	0.0
Merced County	7	0.1	14	0.1	23	0.3	36	0.3
Mono County	1	0.0	1	0.0	1	0.0	0	0.0
Monterey County	63	0.9	158	0.8	38	0.4	36	0.3
Napa County	32	0.5	26	0.2	8	0.1	22	0.2
Orange County	582	8.2	1,536	7.6	556	6.3	1,295	10.4
Placer County	3	0.0	9	0.0	1	0.0	1	0.0
Riverside County	108	1.5	304	1.5	287	3.2	340	2.7
Sacramento County	217	3.1	594	2.9	270	3.0	391	3.1
San Bernardino County	174	2.5	369	1.8	215	2.4	495	4.0
San Diego County	138	1.9	366	1.8	169	1.9	234	1.9
San Francisco County	194	2.7	447	2.2	242	2.7	238	1.9
San Joaquin County	51	0.7	84	0.4	41	0.5	340	2.7
San Luis Obispo County	0	0.0	0	0.0	1	0.0	0	0.0
San Mateo County	204	2.9	693	3.4	230	2.6	99	0.8
Santa Barbara County	9	0.1	25	0.1	13	0.2	34	0.3
Santa Clara County	735	10.4	2,593	12.8	1,059	11.9	790	6.3
Santa Cruz County	50	0.7	134	0.7	61	0.7	590	4.7
Shasta County	0	0.0	0	0.0	0	0.0	3	0.0
Solano County	28	0.4	72	0.4	38	0.4	53	0.4
Sonoma County	7	0.1	26	0.2	6	0.1	0	0.0
Sutter County	2	0.0	3	0.0	1	0.0	1	0.0
Tehama County	1	0.0	1	0.0	3	0.0	1	0.0
Tulare County	27	0.4	63	0.3	39	0.4	35	0.3
Ventura County	118	1.7	394	1.9	173	1.9	171	1.4
<b>Total</b>	<b>7,098</b>	<b>100.0</b>	<b>20,251</b>	<b>100.0</b>	<b>8,893</b>	<b>100.0</b>	<b>12,496</b>	<b>100.0</b>

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## APPENDIX G

**Table G.1**

**California Benchmark Levels for ABE/ASE Learners (1999-00)**

<b>NRS (National Reporting System) Level Names for ABE</b>	<b>CASAS Score Ranges for NRS Levels</b>	<b>CASAS Level Names for ABE</b>	<i>California only: Each learner whose pre to post-test score moves them 2 levels (see below) earns one benchmark payment</i>	<b>California only: Each learner who makes a significant learning gain (see below) earns one benchmark payment</b>
Beginning ABE Literacy	200 and below	Beginning Literacy/Pre-Beginning	• 180 and below	5 or more points
			• 181 – 190	
			• 191 - 200	
Beginning Basic Education	201 – 210	Beginning Basic Skills	• 201 - 210	3 or more points
Low Intermediate Basic Education	211 – 220	Intermediate Basic Skills	• 211 - 220	
High Intermediate Basic Education	221 – 235	Advanced Basic Skills	• 221 - 235	
Low Adult Secondary Education	236 – 245	Adult Secondary	• 236 - 245	
High Adult Secondary Education	246 and above	Advanced Adult Secondary	• 246 +	

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**Table G.2**

**California Benchmark Levels for ESL/ESL-Citizenship Learners (1999-00)**

<b>NRS (National Reporting System) Level Names for ABE</b>	<b>CASAS Score Ranges for NRS Levels</b>	<b>CASAS Level Names for ABE</b>	<i>California only: Each learner whose pre to post-test score moves them 2 levels (see below) earns one benchmark payment</i>	<b>California only: Each learner who makes a significant learning gain (see below) earns one benchmark payment</b>
Beginning ESL Literacy	180 and below	Beginning Literacy/Pre-Beginning ESL	• 180 and below	5 or more points
Beginning ESL	181 – 200	• Low Beginning ESL	• 181 – 190	
		• High Beginning ESL	• 191 – 200	
Low Intermediate ESL	201 – 210	Low Intermediate ESL	• 201 - 210	
High Intermediate ESL	211 – 220	High Intermediate ESL	• 211 - 220	3 or more points
Low Advanced ESL	221 – 235	Advanced ESL	• 221 - 235	
High Advanced ESL	236 – 245	Adult Secondary	• 236 - 245	

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**TABLE G.3: CASAS SKILL LEVEL DESCRIPTORS FOR ABE**

Scaled Scores	CASAS Level	
250	<b>E</b>	<p><b>Advanced Adult Secondary</b>                      With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.</p>
245		<p><b>Adult Secondary</b>                      Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.</p>
240	<b>D</b>	<p><b>Advanced Basic Skills</b>                      Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.</p>
235		<p><b>Intermediate Basic Skills</b>                      Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.</p>
230	<b>C</b>	<p><b>Beginning Basic Skills</b>                      Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.</p>
225		<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
220	<b>B</b>	<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
215		<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
210	<b>A</b>	<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
205		<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
200	<b>A</b>	<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
190		<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
180	<b>A</b>	<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>
150		<p><b>Beginning Literacy/Pre-Beginning</b>                      Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.</p>

**TABLE G.4: CASAS SKILL LEVEL DESCRIPTORS FOR ESL**

Scaled Scores	CASAS Level	
250	<b>E</b>	<p><b>Proficient Skills</b>                      SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.</p>
245		<p><b>Adult Secondary</b>                      SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.</p>
240	<b>D</b>	<p><b>Advanced ESL</b>                      SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.</p>
235		<p><b>High Intermediate ESL</b>                      SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.</p>
230		<p><b>Low Intermediate ESL</b>                      SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.</p>
225	<b>C</b>	<p><b>High Beginning ESL</b>                      SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.</p>
220		<p><b>Low Beginning ESL</b>                      SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.</p>
215		<p><b>Beginning Literacy/Pre-Beginning ESL</b>                      SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.</p>
210	<b>B</b>	
205		
200	<b>A</b>	
190		
180		
150		

## APPENDIX H

**Table H.1**

**Instructional Program by State Agencies (1999-00)**

	CCC		CDC		CDDS		CYA		Total	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
ABE	1,024	86.2	13,143	83.9	1,777	99.6	3,440	63.7	19,384	80.7
ESL	0	0.0	1,542	9.9	0	0.0	493	9.2	2,035	8.5
ASE	164	13.8	964	6.2	8	0.4	1,465	27.1	2,601	10.8
<b>Total</b>	<b>1,188</b>	<b>100.0</b>	<b>15,649</b>	<b>100.0</b>	<b>1,785</b>	<b>100.0</b>	<b>5,398</b>	<b>100.0</b>	<b>24,020</b>	<b>100.0</b>

*CASAS 2001*

**Table H.2**

**Ethnicity and Native Language by State Agency (1999-00)**

Ethnicity	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
White	442	38.8	2,735	18.3	1,085	61.7	663	13.8	4,925	21.8
Hispanic	277	24.3	6,902	46.3	283	16.1	2,306	48.1	9,768	43.1
Asian	21	1.8	259	1.7	25	1.4	261	5.4	566	2.5
Black	280	24.6	4,371	29.3	311	17.7	1,359	28.3	6,321	28.0
Pac. Islander	21	1.8	133	0.9	9	0.5	43	0.9	206	0.9
Filipino	7	0.6	96	0.7	14	0.8	32	0.8	149	0.7
Native American	89	7.8	419	2.8	32	1.8	130	2.7	670	3.0
Native Alaskan	3	0.3	7	0.0	0	0.0	0	0.0	10	0.0
<b>Total</b>	<b>1,140</b>	<b>100.0</b>	<b>14,922</b>	<b>100.0</b>	<b>1,759</b>	<b>100.0</b>	<b>4,794</b>	<b>100.0</b>	<b>22,615</b>	<b>100.0</b>

Native Language	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
English	996	88.2	9,580	64.8	1,570	89.5	3,491	73.4	15,637	69.8
Spanish	106	9.4	4,812	32.5	126	7.2	1,015	21.4	6,059	27.0
Vietnamese	1	0.1	84	0.6	4	0.2	60	1.3	149	0.7
Chinese	0	0.0	26	0.2	4	0.2	9	0.2	39	0.2
Hmong	5	0.4	16	0.1	1	0.1	50	1.1	72	0.3
Cambodian	2	0.2	27	0.2	3	0.2	47	1.0	79	0.4
Tagalog	2	0.2	45	0.3	10	0.6	6	0.1	63	0.3
Korean	0	0.0	14	0.1	2	0.1	7	0.1	23	0.1
Lao	1	0.1	22	0.1	1	0.1	23	0.5	47	0.2
Russian	0	0.0	8	0.1	2	0.1	0	0.0	10	0.0
Farsi	1	0.1	6	0.0	0	0.0	0	0.0	7	0.0
Other	15	1.3	145	1.0	30	1.7	41	0.9	231	1.0
<b>Total</b>	<b>1,129</b>	<b>100.0</b>	<b>14,785</b>	<b>100.0</b>	<b>1,753</b>	<b>100.0</b>	<b>4,749</b>	<b>100.0</b>	<b>22,416</b>	<b>100.0</b>

CASAS 2001

**Table H.3**

**Highest Degree Earned, Years of Education, Primary Reason for Enrollment, and Progress by State Agency (1999-00)**

Highest Degree Earned	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
None	578	50.8	11,241	76.3	1,270	73.7	4,695	93.9	17,784	78.7
GED Certificate	73	6.4	1,135	7.7	82	4.8	242	4.8	1,532	6.8
HS Diploma	455	40.0	1,787	12.1	289	16.8	58	1.2	2,589	11.5
Technical Certificate	13	1.1	259	1.8	13	0.8	0	0.0	285	1.3
AA or AS Degree	7	0.6	110	0.7	21	1.2	0	0.0	138	0.6
4 Year College	3	0.4	49	0.3	23	1.3	0	0.0	75	0.3
Graduate Studies	0	0.0	24	0.3	5	0.3	0	0.0	29	0.1
Other	8	0.7	118	0.8	19	1.1	6	0.1	151	0.7
<b>Total</b>	<b>1,137</b>	<b>100.0</b>	<b>14,723</b>	<b>100.0</b>	<b>1,722</b>	<b>100.0</b>	<b>5,001</b>	<b>100.0</b>	<b>22,583</b>	<b>100.0</b>

Years of Education	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
<=3	9	0.8	1,167	8.0	34	3.4	16	0.3	1,226	5.7
4-6	11	1.0	1,622	11.1	78	7.6	21	0.4	1,732	8.1
7-9	78	6.9	3,287	22.6	177	17.4	1,877	39.4	5,419	25.2
10-11	535	47.3	5,529	37.9	295	28.9	2,607	54.7	8,966	41.7
12	438	38.7	2,441	16.7	305	29.9	238	5.0	3,422	15.9
13+	60	5.3	530	3.7	131	12.8	8	0.2	729	3.4
<b>Total</b>	<b>1,131</b>	<b>100.0</b>	<b>14,576</b>	<b>100.0</b>	<b>1,020</b>	<b>100.0</b>	<b>4,767</b>	<b>100.0</b>	<b>21,494</b>	<b>100.0</b>

Primary Reason for Enrollment	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Improve Basic Skills	130	13.0	3,794	27.3	1,103	69.9	60	1.1	5,087	23.3
Improve English Skills	1	0.1	112	0.8	32	2.0	16	0.3	161	0.7
HS Diploma or GED	192	19.2	3,086	22.2	6	0.4	5,267	97.9	8,551	39.1
Get Job	212	21.2	612	4.4	10	0.6	4	0.1	838	3.8
Retain Job	9	0.9	56	0.4	31	2.0	3	0.1	99	0.5
Enter College or Training	2	0.2	38	0.3	0	0.0	0	0.0	40	0.2
U.S. Citizenship	1	0.1	3	0.0	0	0.0	0	0.0	4	0.0
Military	1	0.1	28	0.2	0	0.0	1	0.0	30	0.1
Personal Goal	27	2.7	304	2.2	331	21.0	1	0.0	663	3.0
None	0	0.0	16	0.1	2	0.2	0	0.0	18	0.1
Other	426	42.5	5,872	42.1	62	3.9	25	0.5	6,385	29.2
<b>Total</b>	<b>1,001</b>	<b>100.0</b>	<b>13,921</b>	<b>100.0</b>	<b>1,577</b>	<b>100.0</b>	<b>5,377</b>	<b>100.0</b>	<b>21,876</b>	<b>100.0</b>

Progress/Status at Update	CCC		CDC		CDDS		CYA		Overall	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Retained Same Level	73	27.4	5,358	53.8	865	80.5	1,581	60.1	7,877	56.6
Completed & Moved Up	28	10.5	429	4.4	34	3.3	334	12.7	825	5.9
Left Before Completion	124	46.6	1,721	17.3	68	6.3	673	25.6	2,586	18.6
Left After Completion	24	9.0	1,166	11.7	55	5.1	37	1.4	1,282	9.2
No Show or <12 Hours	17	6.5	1,277	12.8	52	4.8	5	0.2	1,351	9.7
<b>Total</b>	<b>266</b>	<b>100.0</b>	<b>9,951</b>	<b>100.0</b>	<b>1,074</b>	<b>100.0</b>	<b>2,630</b>	<b>100.0</b>	<b>13,921</b>	<b>100.0</b>

**Table H.4**

**Math Learning Gains by Instructional Program (1999-00)**

Math Scoring Range	CCC			CDC			CYA			Overall		
	Pretest Mean	LGAIN Mean*	%	Pretest Mean	LGAIN Mean*	%	Pretest Mean	LGAIN Mean*	%	Pretest Mean	LGAIN Mean*	%
<b>ABE/ASE</b>	<b>N=46</b>			<b>N = 455</b>			<b>N = 1,127</b>			<b>N = 1,628</b>		
<200	195.5	--	8.7	193.5	--	6.2	192.0	14.7	12.3	192.3	13.7	10.5
201-210	207.1	--	17.4	207.5	9.5	14.1	206.2	7.9	18.6	206.6	8.3	17.3
211-220	216.6	--	23.9	216.2	5.6	25.3	216.2	4.2	27.0	216.2	4.5	26.4
221-235	227.4	--	43.5	227.4	2.9	43.2	226.4	2.2	38.3	226.7	2.4	39.8
236-245	239.3	--	6.5	239.6	1.0	11.2	238.9	1.6	3.8	239.3	1.2	6.0
<b>Overall</b>	<b>219.3</b>	<b>4.0</b>	<b>100.0</b>	<b>221.1</b>	<b>4.7</b>	<b>100.0</b>	<b>216.1</b>	<b>5.3</b>	<b>100.0</b>	<b>217.6</b>	<b>5.1</b>	<b>100.0</b>

CASAS 2001

Notes: “ \* ” LGAIN Mean = Learning Gain Mean.

“ - - ” denotes Ns below 30, where the data preclude the ability to make discernable conclusions.

**Table H.5**

**Listening Learning Gains by Instructional Program (1999-00)**

Listening Scoring Range	CDC			CYA			Overall		
	Pretest Mean	LGAIN Mean*	%	Pretest Mean	LGAIN Mean*	%	Pretest Mean	LGAIN Mean*	%
<b>ESL</b>		<b>N =37</b>			<b>N =30</b>			<b>N =67</b>	
<180	176.0	--	5.5	--	--	--	176.0	--	3.0
181-200	191.0	--	32.4	--	--	--	191.6	--	17.9
201-210	205.5	--	35.1	205.5	--	6.7	205.5	--	22.4
211-220	217.1	--	18.9	217.3	--	10.0	217.2	--	14.9
221-235	221.0	--	8.1	228.2	--	76.6	227.4	--	38.8
236-245	--	--	--	238.0	--	6.7	238.0	--	3.0
<b>Overall</b>	<b>202.7</b>	<b>8.0</b>	<b>100.0</b>	<b>226.3</b>	<b>2.5</b>	<b>100.0</b>	<b>213.2</b>	<b>5.6</b>	<b>100.0</b>

CASAS 2001

Notes: “\*” LGAIN Mean = Learning Gain Mean.

“-” denotes Ns below 30, where the data preclude the ability to make discernable conclusions.



# APPENDIX I

**Table I.1**

**Ethnicity and Native Language for Special Education Population (1999-00)**

<b>Ethnicity</b>	<b>N</b>	<b>%</b>
White	1,574	45.1
Hispanic	1,196	34.2
Asian	211	6.0
Black	313	9.0
Pac Islander	40	1.1
Filipino	45	1.3
Native American	106	3.0
Native Alaskan	8	0.3
<b>Total</b>	<b>3,493</b>	<b>100.0</b>

<b>Native Language</b>	<b>N</b>	<b>%</b>
English	2,245	64.5
Spanish	948	27.2
Vietnamese	30	0.9
Chinese	42	1.2
Hmong	11	0.3
Cambodian	4	0.2
Talalog	25	0.7
Korean	34	1.0
Lao	4	0.1
Russian	12	0.3
Farsi	15	0.4
Other	110	3.2
<b>Total</b>	<b>3,480</b>	<b>100.0</b>

CASAS 2001

**Table I.2****Highest Degree Earned and Years of Education for Special Education Population (1999-00)**

<b>Highest Degree Earned</b>	<b><u>N</u></b>	<b>%</b>
None	2,136	65.1
GED Certificate	89	2.7
HS Diploma	588	17.9
Technical Certificate	69	2.1
AA or AS Degree	37	1.2
4 Year College	88	2.7
Graduate School	53	1.6
Other	221	6.7
<b>Total</b>	<b>3,281</b>	<b>100.0</b>

<b>Years of Education</b>	<b><u>N</u></b>	<b>%</b>
<=3	97	4.3
4-6	217	9.6
7-9	400	17.8
10-11	697	30.9
12	544	24.2
13+	297	13.2
<b>Total</b>	<b>2,252</b>	<b>100.0</b>

CASAS 2001

**Table I.3****Secondary Reason for Enrollment and Progress/Status at Update for Special Education Population (1999-00)**

<b>Secondary Reason for Enrollment</b>	<b>N</b>	<b>%</b>
Improve Basic Skills	682	20.8
Improve English Skills	478	14.5
HS Diploma or GED	162	4.9
Get Job	346	10.5
Retain Job	251	7.6
Enter College or Training	21	0.6
US Citizenship	39	1.2
Military	28	1.0
Personal Goal	816	24.8
None	301	9.2
Other	162	4.9
<b>Total</b>	<b>3,286</b>	<b>100.0</b>

<b>Progress/ Status at Update</b>	<b>N</b>	<b>%</b>
Retained at Same Level	1,758	59.3
Completed & Moved Up	492	16.6
Left before Completion	362	12.2
Left After Completion	165	5.6
No Show or <12 Hours	187	6.3
<b>Total</b>	<b>2,964</b>	<b>100.0</b>

*CASAS 2001*