

Student Progress and Goal Attainment Report



Adult School Programs
in California

Program Year 2003
July 1, 2002-June 30, 2003

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

STUDENT PROGRESS AND GOAL ATTAINMENT REPORT

Adult School Programs in California 2002-03

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INTRODUCTION

The Student Progress and Goal Attainment Report provides adult education program information pursuant to the data elements required by the California Department of Education as part of the reporting responsibilities to the California Legislature.¹

The CDE, in accordance with State Budget Act language collects data “on all students in all program areas, during the current fiscal year. Specifically, adult schools were asked to provide demographic, learner goal, learner results, and goal attainment data from all learners in the ten authorized program areas²

This report focuses on two of the three informational aspects required by the Budget Act Language — “(2) characteristics of participants; and (3) pupil and program outcomes.” Information on “(1) program funding levels and sources,” is collected by the CDE by the Adult Education Office through the use of the J18-19 Addendum, which is a program supplement to annual fiscal reporting forms. This report contains four chapters.

Chapter 1 provides the background for California adult school programs and the Comprehensive Adult Student Assessment System (CASAS), as well as the learner population, assessment instruments, and data collection methods. Chapter 2 reports on program and learner information for adult school programs and the 1,208,480 learners served. In chapter 3 the reader will find information on adult school learners’ goal attainment, including learners’ enrollment status, progress and results, as well as their reasons for leaving early, when applicable. Finally, adult school learners’ entry-level pretest scores and learning gains during the instructional period encompassing July 1, 2002, to June 30, 2003, are reported in chapter 4.

EXECUTIVE SUMMARY

OVERVIEW OF ADULT SCHOOL PROGRAMS IN CALIFORNIA

The three hundred twenty-three adult schools in California enrolled more than 1,270,702 adult school learners in program year 2002-03. The agencies collecting data covering the ten funded program areas provided information on 1,208,480 learners who identified a valid instructional program. The information on these learners forms the basis for all figures cited throughout this report.

California contracts with the Comprehensive Adult Student Assessment System (CASAS) to collect learner demographic, assessment and outcome data from each adult education provider, and to aggregate statewide data for reporting purposes. CASAS is a non-profit organization that was established in 1980. Originally, CASAS and the CASAS Consortium were funded under the auspices of the CDE for the purpose of providing a curriculum-based assessment system relevant to the functional life skill needs of adults. More recently, CASAS developed TOPSpro, the system used for the collection and analysis of program and student data in this report.

PROGRAM AND LEARNER INFORMATION

Adult learners in California reflect the diversity of the state. The largest group of adult learners in California is Hispanic (52.2 percent), followed by white (25.6 percent), Asian (12.3 percent), and black (6.1 percent). Adult learners are more likely to be female (60.7 percent) than male. Most adult school learners (51.4 percent) had no formal degree upon entry into the program. The largest group of adult school learners (46.3 percent) is between the ages 21 to 40. Only five percent of adult school learners were on public assistance.

In terms of instructional programs, 41.1 percent of adult learners were enrolled in English as a Second Language (ESL) programs, 17.2 percent were enrolled in ASE/GED programs, 14.2 percent were enrolled in Adult Basic Education (ABE) programs, and 4.3 percent were enrolled in Parent Education programs. The remaining four instructional programs accounted for the remaining 6.7 percent of the adult school population.

GOAL ATTAINMENT INFORMATION

Adult school learners received an average of 99.4 hours of instruction. Data from update records indicated that 61.5 percent of adult learners were continuing their education or had left after completing their goal. Of those who continued, 61.0 percent continued at their program level and 23.4 percent moved on to a higher level. Of the students enrolled in U.S. citizenship classes, 42.4 percent reported having achieved U.S. citizenship skills. Among ASE/GED learners, 23.1 percent achieved the goal of obtaining a high school diploma or GED within the program year.

TEST SCORES AND LEARNER GAINS

The mean reading pretest score (223.4) for ABE learners suggests that on average learners had sufficient reading, writing, and computational skills to function at least at a minimal adult level in our society. Tasks associated with functional adult literacy include reading and interpreting simplified materials on basic topics and writing a simple accident or incident report. The mean for ASE/GED learners was 234.1, which indicates that these learners were able to meaningfully engage in GED preparation. The mean reading pretest score for ESL and Citizenship learners (207.4) suggests 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 completing an application. Those with seven or more years of previous schooling substantially outperformed those with six or fewer years for learning gains at nearly all ABE, ASE, and ESL levels.

Reference

Budget Act 2002-03, Section 6110-156-0001 (3)4

(f) The Legislature finds the need for good information on the role of local education agencies in providing services to individuals who are eligible for or recipients of CalWORKs assistance. This information includes the extent to which local education programs serve public assistance recipients and the impact these services have on the recipients' ability to find jobs and become self-supporting.

(g) The State Department of Education shall develop a data and accountability system to obtain information on education and job training services provided through state-funded adult education programs and regional occupational centers and programs. The system shall collect information on (1) program funding levels and sources; (2) characteristics of participants; and (3) pupil and program outcomes. The department shall work with the Department of Finance and Legislative Analyst in determining the specific data elements of the system and shall meet all information technology reporting requirements of the Department of Information Technology and the Department of Finance.

(h) As a condition of receiving funds provided in Schedule (2) of this item or any General Fund appropriation made to the State Department of Education specifically for education and training services to welfare recipient students and those in transition off of welfare, local adult education programs and regional occupational centers and programs shall collect program and participant data as described in this section and as required by the State Department of Education. The State Department of Education shall require that local providers submit to the state aggregate data for the period July 1, 2002, through June 30, 2003.

End Notes

¹ Budget Act 2002-03, Section 6110-156-0001 (3) 4 (f) (g) (h).

² Adult school programs consist of Adult Basic Education (ABE), English as a Second Language (ESL), Adult Secondary Education (ASE), including General Education Development (GED) certification, Citizenship, Vocational Education, Adults with Disabilities, Health and Safety, Home Economics, Parent Education and Older Adults.

1. CALIFORNIA ADULT SCHOOL PROGRAMS — OVERVIEW

This report presents the results of data gathered from students in California adult schools for state fiscal year 2002-03. Chapter 1 contains information about state-funded California adult school programs and CASAS. It discusses the learner population, instruments, and data collection methods.

Data Highlights

- ◆ Agencies submitted 1,270,702 Student Entry Records. Of these students, 62,222 did not identify a valid instructional program and are not part of this report. This report analyzed 1,208,480 unduplicated records.
- ◆ Program areas included ABE, ESL, Citizenship, ASE/GED, Vocational Education, Adults with Disabilities, Health and Safety, Home Economics, Parent Education, and Older Adults programs.
- ◆ Three hundred twenty-three adult schools submitted data on their learners.¹

BACKGROUND

California Adult School Education Programs

School districts and County Offices of Education with adult schools serve adult education learners in ten funded program areas to provide diverse educational opportunities designed to meet adult learner needs. The ten program areas are Adult Basic Education (ABE), English as a Second Language (ESL), High School Diploma or Adult Secondary Education (ASE), including General Education Development (GED) certification programs, Citizenship, Vocational Education, Parent Education, Adults with Disabilities, Home Economics, Older Adults, and Health and Safety.

Beginning in the fall of 1997, the California Department of Education (CDE) requested that all adult school programs in California voluntarily collect demographic, learner goal, learner results, and goal attainment data from all learners in five of the ten mandated program areas (ABE, ESL, Citizenship, Vocational Education, and ASE/GED). Thus, when the Legislature included provisional budget act language regarding adult education programs, the CDE had the basis of reporting information, starting with the

¹ The adult school database from which CASAS performed data analysis for this report includes 323 reporting agencies and represents more than 98 percent of the total adult school enrollment in California. In addition to these agencies, 34 agencies did not provide information on their adult school learners, and 31 additional agencies are inactive. The number of agencies approved to offer adult school programs in the State of California is 388. The 34 non-reporting agencies and 31 inactive agencies are among the smallest agencies in terms of adult school enrollment, representing less than 2 percent of the state adult school enrollment.

1999-2000 program year. This report focuses on the characteristics and outcomes of participants who enrolled during the fiscal year July 1, 2002, through June 30, 2003.

About CASAS

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

CASAS offers more than 180 standardized assessment instruments that measure functional reading, math, listening, speaking, writing, and higher order thinking skills in everyday adult life and work contexts. The key components of the system are the validated CASAS Competencies, the CASAS Instructional Materials Quick Search, CASAS nationally validated and adult-normed assessment instruments, implementation guides, training, and the TOPSpro (Tracking of Programs and Students) system.

The CDE has used the CASAS system for more than 20 years to provide a comprehensive, statewide database of adult learner demographic and goal attainment data, including learning gains for the federally funded adult education and literacy program. By using this system, educational programs are able to report learner assessment results from standardized assessments and to document other learner goal attainment and trend data. This standardized system allows data aggregation from a variety of learners and agencies and the use of this data in producing statewide reports. In addition, individual agencies have access to reporting tools for producing agency reports for use with their students, teachers, and administrators. The system enhances accountability efforts within and among the funded adult education programs, enabling the agencies to meet program improvement goals on a long-term basis as required by the state plan for federally funded adult education and literacy programs.

During 1998-99, the CDE piloted an adaptation of TOPSpro, the CASAS student management information system software, to meet the reporting requirements established by the Department of Finance and the Legislative Analyst's Office. The success of that pilot provided the CDE with a system as requested in the current Budget Act.

DATA COLLECTION METHODS

Data Collection Forms

Data was collected from learners using TOPSpro forms, the Student Entry Record, the Student Update Record, and the Student Test Record. Each form uses a scannable format. (See Appendix D.) The Student Entry Record collects information on demographics, reasons for enrollment, instructional program, and instructional level. The Student Update Record collects information on hours of instruction, instructional level, progress, learner results, and reasons for early exit. In most cases, students, teachers, or a combination of the two, complete the forms. The Student Test Record is the answer sheet for student responses to individual CASAS tests.

CASAS distributed these forms to all adult schools before and during the course of the program year. In addition, CASAS provided copies of TOPSpro to all adult school agencies. TOPSpro software reads the data and provides agencies with a variety of report options to summarize learner information for students, instructors, and administrators. Agencies used TOPSpro to export their data to CASAS for inclusion in 2002-03.

2. PROGRAM AND LEARNER INFORMATION

Chapter 2 provides information about program services and individuals served in adult school programs in California. It presents data from learners enrolled during the program year from July 1, 2002, to June 30, 2003, and it includes information related to learners in ABE, ESL, Citizenship, Adult Secondary Education/GED, Home Economics, Parent Education, Adults with Disabilities, Health and Safety, Older Adults, and Vocational Education programs.

Data Highlights

- ◆ Of the 1,208,480 learners, 41.1 percent were in ESL programs, 17.2 percent were in ASE/GED, 14.2 percent were in Vocational Education, 10.9 percent were in Older Adults, 5.6 percent were in ABE programs, and 4.3 percent were in Parent Education programs. The remaining four instructional programs accounted for 6.7 percent of the adult school population.
- ◆ Based on instructor evaluation, among ESL learners, 73.0 percent were at the beginning literacy or beginning level, 21.7 percent were at the intermediate level, and the remaining 5.3 percent were at advanced level.
- ◆ Of the total number of adult learners, 60.7 percent were female.
- ◆ Almost half (46.3 percent) of adult school learners were between the ages of 21 and 40, and more than a third (35.5 percent) were over age 40. The remaining 18.2 percent of the population were in the 16-20 age group.
- ◆ ASE/GED served the youngest population and Older Adults programs the oldest learners.
- ◆ Hispanics (52.2 percent) comprised the largest ethnic group among adult school learners. An additional 25.6 percent were white, 12.3 percent Asian, and 6.1 percent black.
- ◆ The majority (51.4 percent) of adult school learners had no formal degree upon entry into a program.
- ◆ There were 59,929 learners (5.0 percent) on public assistance.
- ◆ ABE learners most frequently enrolled to improve their basic skills (49.5 percent) and attain a high school diploma or GED (23.6 percent).
- ◆ ESL learners most frequently enrolled to improve their English skills (68.4 percent) and basic skills (17.5 percent).
- ◆ ASE/GED learners most often enrolled to attain a high school diploma or GED (73.8 percent).
- ◆ Citizenship learners primarily enrolled to obtain U.S. citizenship (51.8 percent).
- ◆ Vocational Education learners enrolled to improve basic skills (28.3 percent), meet personal goals (27.0 percent), and to obtain a job (23.0 percent).

- ◆ Among four of the five remaining instructional programs (Adults with Disabilities, Home Economics, Health and Safety, and Older Adults) students primarily enrolled to meet personal goals and improve basic skills. In the Parent Education program, learners cited family goals as the most frequent (61.1 percent) reason for enrollment.

PROGRAM INFORMATION

The following student information was collected: number of students enrolled, student status, and achievement levels. Data was also collected to identify instructional program and instructional level. Instructors and learners provided instructional program, instructional level, and special program status data from the Student Entry Record form.

Instructional Program

The student enrollment patterns over the past three years have not varied greatly. There is a small trend upward in the proportion of enrollments in Health and Safety, Home Economics, and Parent Education. ESL enrollment, as a percentage of total enrollments, decreased slightly when compared to the previous two program years. None of the changes in the relative proportions were substantial as the top six program areas remain, in descending order by enrollments: ESL, ASE/GED, Older Adults, ABE, and Parent Education.

Table 2.1

Learner Distribution by Instructional Program (2000-2001 to 2002-03)

Program	PY 2000-2001		PY 2001-02		PY 2002-03	
	N	%	N	%	N	%
ABE	46,912	5.1	55,334	4.9	67,493	5.6
ESL	401,502	43.3	492,709	43.3	496,345	41.1
ASE/GED	143,989	15.5	181,933	16.0	207,668	17.2
Citizenship	3,711	0.4	4,561	0.4	5,178	0.4
Vocational Ed.	138,804	14.9	160,765	14.1	171,102	14.2
Adults w/Disabilities	27,112	2.9	32,428	2.9	31,990	2.6
Health & Safety	11,289	1.2	20,757	1.8	23,759	2.0
Home Economics	14,257	1.5	17,903	1.6	20,782	1.7
Parent Ed.	35,321	3.8	45,017	4.0	52,234	4.3
Older Adults	105,680	11.4	125,189	11.0	131,929	10.9
Total	928,577	100.0	1,136,596	100.0	1,208,480	100.0

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Instructor Evaluation of Student Instructional Level

Student Entry Records obtained from the programs identify the functioning level, at the beginning of instruction, as determined by the instructor. Three program areas, ABE, ASE and ESL, have instructional levels and comprise the majority (64.3 percent) of the adult school enrollments. Programs serving these learners were eligible for federal supplementary funding through Title II of the Workforce Investment Act. For 2002-03, ABE enrollees accounted for 22.8 percent of the overall adult education enrollment. ESL accounts for 41.1 percent of the overall adult education enrollment. See Table 2.1.

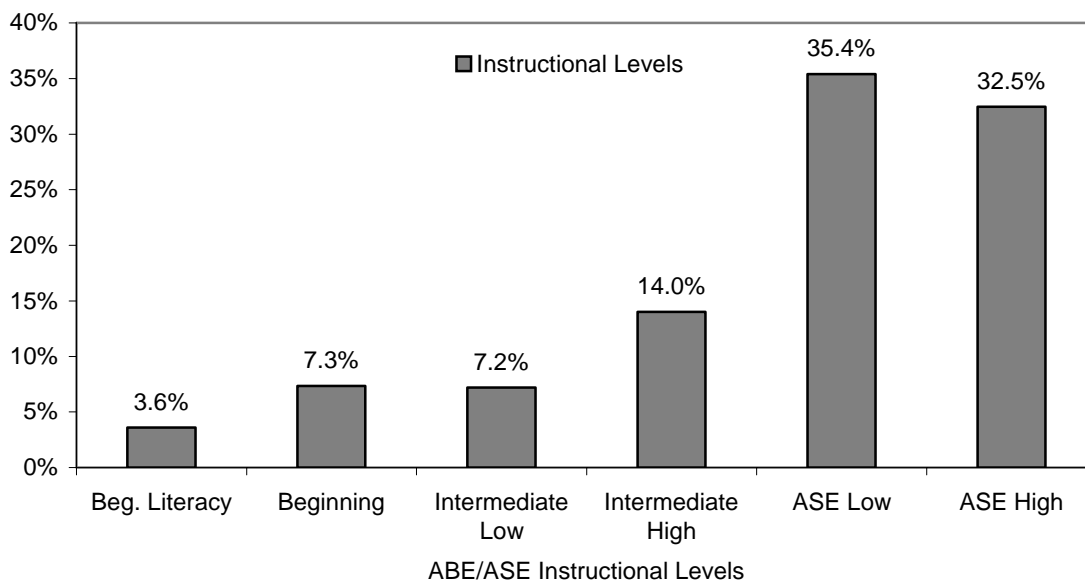
As noted above, only three program areas have instructional levels; however, three other program areas, (Citizenship, Adults with Disabilities and Vocational Education), have literacy components and have been leveled for analytic purposes in Figures 2.1, 2.2, and Table 2.2. For 2002-03, enrollees under the ABE designation included learners from three programs (ABE, ASE/GED, and Adults with Disabilities). These programs

account for 25.4 percent of the overall adult education enrollment. Instructional level was not applicable to the other four instructional programs.

The ABE Instructional Program Enrollment data in Figure 2.1 shows that the majority (67.9 percent) of students were enrolled in ASE/GED programs. Students enrolled in ASE are expected to perform tasks at mid high school levels, or comprehend at least some technical or college text.

Figure 2.1

ABE/ASE Enrollments by Instructional Level upon Student Entry (2002-03)



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 Note: N = 161,695

Adults with Disabilities had the highest proportion of learners at the beginning levels, (64.4 percent) followed by ABE learners (25.0 percent). ASE/GED learners were largely at the ASE low or ASE high levels (87.8 percent), as were Vocational Education learners (73.3 percent). See Table 2.2.

Table 2.2

Literacy Level (Expressed As Instructional Level) by Program upon Student Entry (2002-03)

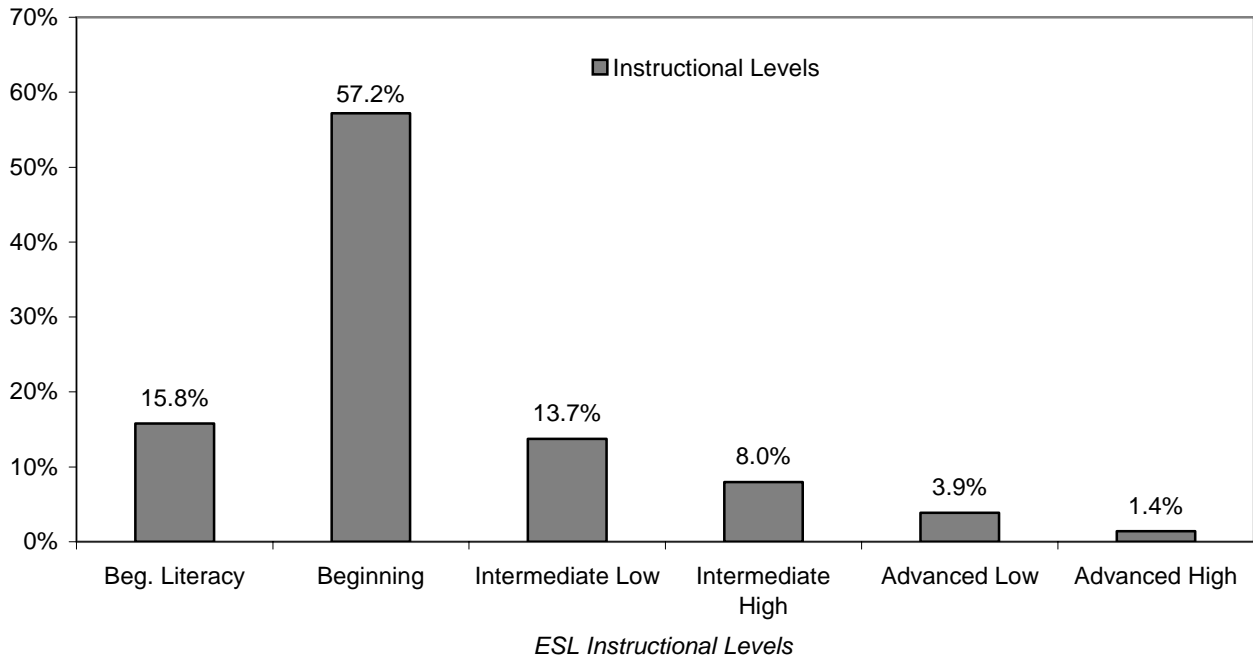
Instructional Level	ABE		ASE/GED	
	N	%	N	%
Beginning Literacy	3,881	9.2	496	0.5
Beginning	6,648	15.8	2,637	2.6
Intermediate Low	6,469	15.4	4,081	4.0
Intermediate High	15,665	37.2	5,196	5.1
ASE Low	7,554	18.0	44,908	44.2
ASE High	1,864	4.4	44,290	43.6
Total	42,081	100.0	101,608	100.0

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Among ESL learners, the vast majority (73.0 percent) were at the beginning levels, with an additional 21.7 percent at the intermediate levels and 5.3 percent at the advanced levels. These proportions are very similar to the proportions from the 2001-02 program year.

Figure 2.2

ESL Enrollments by Instructional Level upon Student Entry in Program (2002-03)



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 Note: N = 398,669

Generally, those students who enroll in ESL adult courses have reading pretest scores that indicate they have very limited language skills or that they can perform simple tasks related to immediate needs (for example, recognizing and writing letters and numbers and reading and understanding common sight words). The skills these learners possess often are suitable for only routine entry-level jobs that do not require oral or written communication in English or require only simple communication, including tasks that are easily demonstrated. (Refer to Table 4.1, Figure 4.1, and Appendix E, CASAS Skill Level Descriptors for ESL.)

LEARNER INFORMATION

Both instructors and learners provided information on the Student Entry Record that is detailed in this summary: gender, age, ethnic background, years of education, and highest degree earned.

Gender

In 2002-03, adult school programs in California served more female (60.7 percent) than male learners in the ten program areas. This pattern is consistent with data reported in 2001-02 (60.7 percent female) and 2000-2001 (60.8 percent female). Also consistent with previous program years, the largest gender ratio differentials were in Home Economics, Parent Education, Older Adults, and Health and Safety. The ASE/GED program had the most even gender distribution. See Table 2.3.

Table 2.3

Gender Distribution by Instructional Program (2000-2001 to 2002-03)

Program	PY 2000-2001			PY 2001-02			PY 2002-03		
	Female %	Male %	Total	Female %	Male %	Total	Female %	Male %	Total
ABE	55.3	44.7	45,506	58.8	41.2	54,714	56.3	43.7	66,168
ESL	56.0	44.0	388,745	56.7	43.3	486,455	57.0	43.0	493,444
ASE/GED	52.2	47.8	139,521	51.8	48.2	179,432	51.5	48.5	205,915
Citizenship	61.1	38.9	3,643	64.2	35.8	4,494	63.9	36.1	5,155
Vocational Ed.	65.8	34.2	132,958	63.4	36.6	156,633	62.9	37.1	168,217
Adult w/ Disabilities	55.9	44.1	25,995	57.3	42.7	31,770	56.1	43.9	31,491
Health & Safety	71.0	29.0	10,895	71.6	28.4	19,762	73.6	26.4	23,127
Home Economics	89.1	10.9	13,681	89.4	10.6	17,352	89.0	11.0	20,465
Parent Education	81.9	18.1	33,997	80.3	19.7	43,802	79.9	20.1	51,610
Older Adults	75.9	24.1	101,005	75.1	24.9	122,800	75.3	24.7	130,554
Total	60.8	39.2	895,946	60.7	39.3	1,117,214	60.7	39.3	1,196,146

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Age

Close to half (46.3 percent) of adult school learners were between the ages of 21 and 40. This population group often has young children at home. An additional 18.2 percent were between 16 and 20, and the remaining 35.5 percent were over 40. As one would expect, ASE/GED programs served the highest percentage (57.8 percent) of learners under the age of 21, and Older Adults programs served the highest proportion of learners over 50 (90.0 percent). See Table 2.4a for 2002-03 program year results.

Table 2.4A*Age Distribution by Instructional Program (2002-03)*

Age	ABE		ESL		ASE/GED		Citizenship		Vocational Education		Adults with Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%
16-20	16,974	27.1	57,849	11.8	115,283	57.8	379	7.4	17,836	10.7	530	1.8
21-30	17,507	27.9	172,152	35.2	45,135	22.7	820	16.0	38,592	23.2	3,970	13.2
31-40	12,804	20.5	131,031	26.7	22,847	11.5	1,219	23.8	36,915	22.2	4,890	16.3
41-50	8,920	14.3	72,167	14.7	10,948	5.5	1,058	20.7	33,938	20.4	5,471	18.2
51-60	4,426	7.1	38,660	7.9	3,584	1.8	974	19.0	26,843	16.1	4,670	15.6
65+	1,938	3.1	18,019	3.7	1,420	0.7	669	13.1	12,387	7.4	10,463	34.9
Total	62,569	100.0	489,878	100.0	199,217	100.0	5,119	100.0	166,511	100.0	29,994	100.0

Age	Health and Safety		Home Economics		Parent Education		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
16-20	1,206	5.4	473	2.3	1,533	3.1	675	0.5	212,738	18.2
21-30	3,815	17.1	1,716	8.5	11,884	24.3	2,160	1.7	297,751	25.5
31-40	3,934	17.7	2,457	12.2	24,195	49.5	3,458	2.8	243,750	20.8
41-50	4,414	19.8	3,444	17.1	8,221	16.8	6,302	5.0	154,883	13.2
51-60	5,149	23.2	6,041	30.0	2,228	4.6	23,419	18.6	115,994	9.9
65+	3,732	16.8	6,030	29.9	826	1.7	89,653	71.4	145,137	12.4
Total	22,250	100.0	20,161	100.0	48,887	100.0	125,667	100.0	1,170,253	100.0

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Age distribution patterns have remained constant during the last three program years. The highest percentage of learners during each year was between 21 and 30 years of age (26.6 percent in 2000-2001, 26.1 percent in 2001-02, and 25.5 in 2002-03). The 31-40 and the 16-20 age groups also comprise a large proportion of the learner population. Only 35.5 percent of the learners are older than 40 years. See Table 2.4b for results in the last three program years.

Table 2.4B*Age Distribution (2000-2001 to 2002-03)*

Age	PY 2000-01		PY 2001-02		PY 2002-03	
	N	%	N	%	N	%
16-20	153,535	17.6	194,440	17.7	212,738	18.2
21-30	230,557	26.6	285,392	26.1	297,751	25.5
31-40	184,915	21.2	232,319	21.2	243,750	20.8
41-50	109,145	12.5	141,747	12.9	154,883	13.2
51-60	82,336	9.4	106,037	9.7	115,994	9.9
65+	110,974	12.7	135,878	12.4	145,137	12.4
Total	871,462	100.0	1,095,813	100.0	1,170,253	100.0

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Ethnicity

The majority of adult school learners in 2002-03 were Hispanic (52.2 percent), followed by whites (25.6 percent), Asians (12.3 percent), and blacks (6.1 percent). Hispanic proportional representation was very similar to that of the 2001-02 program year (50.3 percent) and the 2000-2001 program year (51.7 percent). The proportion of white

students was also very similar to that of the 2001-02 program year (25.6 percent) and 2000-2001 program year (25.2 percent).

ESL, Citizenship, ABE, and ASE/GED programs served the largest percentage of Hispanics. Older Adults, Health and Safety, Home Economics, and Adults with Disabilities served largely white populations. Asians enrolled more often in Citizenship, ESL, Parent Education and Health and Safety programs, while blacks were found most often in ABE, Adults with Disabilities, and ASE/GED. The distribution of Vocational Education learners was relatively even between whites and Hispanics. See Table 2.5a for other comparisons of ethnicity within each instructional program.

Table 2.5A
Ethnicity by Instructional Program (2002-03)

Ethnicity	ABE		ESL		ASE/GED		Citizenship		Vocational Education		Adults with Disabilities	
	N	%	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	11,762	19.6	25,030	5.3	47,142	24.1	706	14.6	58,090	36.0	17,178	58.3
Hispanic	30,781	51.4	358,221	75.7	102,812	52.5	2,822	58.6	56,540	35.1	5,329	18.1
Asian	4,083	6.8	78,638	16.6	10,846	5.5	1,121	23.2	19,441	12.1	1,685	5.7
Black (Non-Hispanic)	10,236	17.1	3,235	0.7	22,091	11.3	55	1.1	15,849	9.8	4,478	15.2
Pacific Islander	669	1.1	1,778	0.4	2,476	1.3	25	0.5	1,422	0.9	176	0.6
Filipino	1,289	2.2	1,482	0.3	5,299	2.7	71	1.5	6,697	4.2	448	1.5
Native American	1,109	1.8	4,610	1.0	4,969	2.5	24	0.5	2,826	1.8	177	0.6
Native Alaskan	20	0.0	96	0.0	158	0.1	1	0.0	81	0.1	11	0.0
Total	59,949	100.0	473,090	100.0	195,793	100.0	4,825	100.0	160,946	100.0	29,482	100.0

Ethnicity	Health and Safety		Home Economics		Parent Education		Older Adults		Total	
	N	%	N	%	N	%	N	%	N	%
White (Non-Hispanic)	12,025	57.8	11,467	59.3	20,359	44.2	85,583	70.1	289,342	25.6
Hispanic	4,152	20.0	3,924	20.3	15,616	34.0	12,278	10.1	592,475	52.2
Asian	2,677	12.9	2,218	11.5	5,729	12.5	12,276	10.1	138,714	12.3
Black (Non-Hispanic)	892	4.3	969	5.0	2,528	5.5	8,326	6.8	68,659	6.1
Pacific Islander	123	0.6	100	0.5	318	0.7	552	0.5	7,639	0.7
Filipino	661	3.2	451	2.3	902	2.0	2,188	1.8	19,488	1.7
Native American	233	1.1	202	1.0	511	1.1	750	0.6	15,411	1.4
Native Alaskan	11	0.1	10	0.1	18	0.0	46	0.0	452	0.0
Total	20,774	100.0	19,341	100.0	45,981	100.0	121,999	100.0	1,132,180	100.0

CASAS 2004

With the exception of four ethnic groups (Pacific Islander, Filipino, Native American, and Native Alaskan), all ethnic groups gained in numbers over the three-year period. See Table 2b for a three-year comparison of the relative ethnic distribution of learners.

Table 2.5B*Ethnicity (2000-2001 to 2002-03)*

Ethnicity	PY 2000-2001		PY 2001-02		PY 2002-03	
	N	%	N	%	N	%
White (Non-Hispanic)	213,379	25.2	273,766	25.6	289,342	25.6
Hispanic	439,604	51.7	535,461	50.3	592,475	52.2
Asian	101,699	12.0	135,204	12.7	138,714	12.3
Black (Non-Hispanic)	48,882	5.8	57,885	5.4	68,659	6.1
Pacific Islander	10,552	1.2	30,273	2.8	7,639	0.7
Filipino	12,432	1.5	14,230	1.3	19,488	1.7
Native American	21,317	2.5	20,108	1.9	15,411	1.4
Native Alaskan	550	0.1	478	0.0	452	0.0
Total	848,415	100.0	1,067,405	100.0	1,132,180	100.0

CASAS 2004

Highest Degree Earned by Instructional Program

From the data presented under Highest Degree Earned by Instructional Program and Years of Schooling section of this report, the adult education program in California is congruent with its primary goals of serving the least educated and most in need. California's adult school program served a majority of learners who entered without a basic secondary education. More than half (51.4 percent) of all adult school learners neither received a high school diploma nor a GED certificate at the time they entered into their prospective programs. Specifically, five of the ten instructional programs enrolled the majority of their learners without specifying a formal degree goal (ABE 68.1 percent; ESL 57.2 percent; ASE/GED 85.1 percent; Citizenship 60.0 percent; and Adults with Disabilities 52.0 percent).

A majority of learners enrolling in the remaining programs had at least a high school diploma or a GED certificate, (Vocational Education 78.1 percent; Health and Safety 89.5 percent; Home Economics 87.8 percent; Parent Education 78.8 percent; and Older Adults, 80.1 percent). More than one-third (41.9 percent) of Vocational Education and Home Economics (40.8 percent) students had a high school diploma and one-fourth (25.1 percent) of Parent Education students had a four-year college degree. See Table 2.7.

Table 2.6*Highest Degree Earned by Instructional Program (2002-03)*

Program	None		GED		HS Diploma		Technical		AA Degree	
	N	%	N	%	N	%	N	%	N	%
ABE	36,511	68.1	1,431	2.7	9,763	18.2	1,379	2.6	794	1.5
ESL	243,336	57.2	8,117	1.9	100,453	23.6	15,754	3.7	9,243	2.2
ASE/GED	151,736	85.1	2,722	1.5	14,768	8.3	2,998	1.7	1,018	0.6
Citizenship	2,569	60.0	70	1.6	758	17.7	119	2.8	108	2.5
Vocational Ed.	30,735	21.9	7,865	5.6	58,670	41.9	7,919	5.7	9,974	7.1
Adults w/ Disabilities	11,512	52.0	268	1.2	7,467	33.7	220	1.0	382	1.7
Health & Safety	1,658	10.5	373	2.4	6,127	39.0	721	4.6	1,562	9.9
Home Economics	1,943	12.2	298	1.9	6,486	40.8	807	5.1	1,716	10.8
Parent Education	7,400	21.2	840	2.4	8,162	23.3	1,460	4.2	2,812	8.0
Older Adults	18,407	19.9	995	1.1	39,839	43.1	2,783	3.0	6,704	7.2
Total	505,807	51.4	22,979	2.3	252,493	25.7	34,160	3.5	34,313	3.5

Program	4 Yr College		Grad Study		Other		Total	
	N	%	N	%	N	%	N	%
ABE	1,542	2.9	685	1.3	1,531	2.9	53,636	5.5
ESL	27,446	6.5	10,744	2.5	10,420	2.4	425,513	43.2
ASE/GED	1,770	1.0	889	0.5	2,464	1.4	178,365	18.1
Citizenship	371	8.7	182	4.3	104	2.4	4,281	0.4
Vocational Ed.	14,832	10.6	6,962	5.0	3,176	2.3	140,133	14.3
Adults w/ Disabilities	830	3.7	247	1.1	1,212	5.5	22,138	2.3
Health & Safety	2,944	18.7	1,995	12.7	336	2.1	15,716	1.6
Home Economics	2,632	16.5	1,656	10.4	370	2.3	15,908	1.6
Parent Education	8,780	25.1	4,916	14.1	605	1.7	34,975	3.6
Older Adults	12,765	13.8	8,416	9.1	2,561	2.8	92,470	9.4
Total	73,912	7.5	36,692	3.7	22,779	2.3	983,135	100.0

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Years of Schooling

The average number of years of schooling for adult school learners was 10.5. Nearly a third of the learners, however, had nine or fewer years of schooling, and 14.4 percent of the total student population had six or fewer years. The programs with the highest average years of schooling were, in descending order, Health and Safety (12.8), Home Economics (12.7), Parent Education (12.5), Older Adults (12.3), and Vocational Education (12.0). The programs with the lowest mean years of schooling in ascending order were ESL (9.4), Citizenship (9.5), ABE (10.4), ASE/GED (10.6), and Adults with Disabilities (10.8).

ESL (26.9 percent) and Citizenship (25.9 percent) programs had the highest proportion of learners with six or fewer years of education. Health and Safety (89.1 percent), Home Economics (87.8 percent), and Older Adults (85.9 percent) programs had the highest proportion with 12 years or more. See Table 2.8.

Table 2.7*Years of Schooling by Instructional Program (2002-03)*

Program	<=3Years		4-6 Years		7-9 Years		10-11 Years	
	N	%	N	%	N	%	N	%
ABE	1,076	2.3	2,452	5.2	8,296	17.6	19,297	40.9
ESL	23,442	5.7	87,686	21.2	103,284	25.0	45,049	10.9
ASE/GED	1,947	1.1	3,258	1.9	20,589	11.7	117,028	66.8
Citizenship	200	4.9	855	21.0	955	23.4	503	12.3
Vocational Education	1,194	0.9	3,760	2.9	8,691	6.7	19,411	15.0
Adults w/ Disabilities	1,232	7.2	777	4.6	1,267	7.4	1,660	9.7
Health & Safety	221	1.5	248	1.7	422	2.8	754	5.0
Home Economics	186	1.2	276	1.8	565	3.7	820	5.4
Parent Education	661	2.0	1,730	5.2	2,257	6.7	3,066	9.2
Older Adults	1,753	2.0	2,002	2.3	4,218	4.8	4,348	5.0
Total	31,912	3.4	103,044	11.0	150,544	16.1	211,936	22.6

Program	12 Years		13+ Years		Total	
	N	%	N	%	N	%
ABE	11,274	23.9	4,757	10.1	47,152	5.0
ESL	85,458	20.7	68,009	16.5	412,928	44.2
ASE/GED	26,684	15.2	5,785	3.3	175,291	18.7
Citizenship	768	18.8	795	19.5	4,076	0.4
Vocational Education	54,802	42.4	41,493	32.1	129,351	13.8
Adults w/ Disabilities	9,692	56.8	2,421	14.2	17,049	1.8
Health & Safety	5,517	36.8	7,839	52.3	15,001	1.6
Home Economics	6,280	41.3	7,065	46.5	15,192	1.6
Parent Education	7,595	22.7	18,183	54.3	33,492	3.6
Older Adults	41,160	47.2	33,748	38.7	87,229	9.3
Total	249,230	26.6	190,095	20.3	936,761	100.0

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* Percentage represents those indicating years of schooling and an instructional program (936,761).

Special Programs

Students were instructed to mark on the Student Entry Record all special programs in which they were enrolled. Because programs are not mutually exclusive, there was overlap between programs. The total number of learners on public assistance is estimated by adding the TANF/CalWORKs count with the other public assistance count. The number of learners indicating one or both of these programs was 59,929 representing 5.0 percent of the total learner population, or a decrease of 6.7 percent from the 2001-02 program year. A more detailed report will be made of these learners in a future research brief. In addition, 39,216 learners (3.2 percent) enrolled in Single Parent programs. See Table 2.9.

Table 2.8
Special Programs Enrollment (2002-03)

Special Programs	N	%	Special Programs	N	%
Alternative Ed. (K-12)	3,182	0.3	Non Traditional Training Program	3,954	0.3
Carl Perkins	52,920	4.4	Other Public Assistance	16,793	1.4
Community Corrections	1,331	0.1	Rehabilitation	9,513	0.8
Disabled	41,443	3.4	Single Parent	39,216	3.2
Dislocated Worker	4,545	0.4	Special Needs	15,888	1.3
Displaced Homemaker	4,695	0.4	State Corrections	644	0.1
EL Civics	100,505	8.3	TANF/CalWORKs	43,136	3.6
Family Literacy	19,712	1.6	Tutoring	4,071	0.3
Five Percent/Distance Learning	44,149	3.7	Veteran	8,714	0.7
Homeless Program	2,613	0.2	WIA IB	3,249	0.3
Jail	2,880	0.2	Workplace Education	3926	0.3

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For special programs by instructional program, see Table C.1 of Appendix C.

Reasons for Enrollment

The Student Entry Record solicited information regarding the primary and secondary reasons learners enrolled in one of the ten instructional programs. Below is a listing of the possible responses:

- | | |
|---|-----------------------|
| 1. Improve Basic Skills | 7. Work-Based Project |
| 2. Improve English Skills | 8. Family Goal |
| 3. High School Diploma /GED Certificate | 9. U.S. Citizenship |
| 4. Get a Job | 10. Military |
| 5. Retain Job | 11. Personal Goal |
| 6. Enter College/Training | 12. Other |

Tables 2.9 through 2.13 and C.2 through C.6 (in the Appendix) present learner reasons for enrollment by instructional program identified by those learners who selected a specific goal. The totals for secondary reason for enrollment do not equal primary reason for enrollment because students were not required to endorse a secondary goal.

Earning a high school diploma or GED certificate in one term may not be a realistic goal for many learners enrolled in adult secondary, because a substantial percentage of new entrants have low skill levels. Among ESL learners, 44.8 percent of those who indicated a high school diploma or GED as their goal within one year, scored at 210 or below on a CASAS pretest. A scale score at or below 210 on a CASAS pretest indicates that a student is very unlikely to achieve at a sufficient level to secure a high school diploma or GED within a year.

In prior years, students would typically mark “Other” for their reason to enroll in adult education. Adult education agencies appear to be spending more time with their

students in setting goals. The following tables show that while some students choose “Other,” many students may be formulating more specific goals.

ABE: The majority of learners in ABE programs cited either the improvement of basic skills (49.5 percent) or the attainment of a high school diploma or GED certificate (23.6 percent) as their primary reasons for enrollment. Their secondary goals included personal goals (27.9 percent), improvement of English (14.1 percent) basic skills (12.0 percent), and attainment of a high school diploma or GED certificate (13.8 percent). See Table 2.10.

Table 2.9

Primary and Secondary Reasons for Enrollment for ABE Learners (2002-03)

ABE	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	25,276	49.5	5,595	12.0
Improve English skills	5,877	11.5	6,576	14.1
High School Diploma/GED	11,998	23.6	6,438	13.8
Get a Job	2,277	4.5	4,827	10.4
Retain Job	451	0.9	2,029	4.4
Enter College/Training	519	1.0	4,021	8.6
Work-Based Project	99	0.2	152	0.3
Family Goal	403	0.8	1,562	3.4
U.S. Citizenship	37	0.1	179	0.4
Military	56	0.1	333	0.7
Personal Goal	3,312	6.5	12,993	27.9
Other	638	1.3	1,844	4.0
Total	50,943	100.0	46,549	100.0

CASAS 2004

ESL: The majority of learners in ESL programs cited improvement of English skills (68.4 percent primary; 20.5 percent secondary) and basic skills (17.5 percent primary; 17.6 percent secondary) as their two most important goals. They also cited job acquisition and personal goals as important primary and secondary goals. See Table 2.11.

Table 2.10*Primary and Secondary Reasons for Enrollment for ESL Learners (2002-03)*

ESL	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	81,520	17.5	77,558	17.6
Improve English skills	318,984	68.4	90,251	20.5
High School Diploma/GED	8,182	1.8	13,880	3.1
Get a Job	14,514	3.1	38,830	8.8
Retain Job	5,358	1.1	19,871	4.5
Enter College/Training	3,031	0.6	10,693	2.4
Work-Based Project	1,037	0.2	2,947	0.7
Family Goal	5,682	1.2	21,317	4.8
U.S. Citizenship	8,419	1.8	8,725	2.0
Military	340	0.1	673	0.2
Personal Goal	17,625	3.8	147,585	33.4
Other	1,929	0.4	8,602	2.0
Total	466,621	100.0	440,932	100.0

CASAS 2004

ASE/GED: As expected, the primary reason for enrollment for ASE/GED learners is attainment of a high school diploma or GED certificate (73.8 percent). The most often cited secondary reasons for enrollment for this population are personal goals (29.3 percent), attainment of high school diploma/GED (20.2 percent), entrance into college/training (15.5 percent), improvement of basic skills (10.2 percent), and job acquisition (9.9 percent). See Table 2.12.

Table 2.11*Primary and Secondary Reasons for Enrollment for ASE/GED Learners (2002-03)*

ASE/GED	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	24,185	13.0	17,309	10.2
Improve English skills	6,892	3.7	6,535	3.9
High School Diploma/GED	137,994	73.8	34,181	20.2
Get a Job	2,898	1.6	16,771	9.9
Retain Job	526	0.3	2,738	1.6
Enter College/Training	2,095	1.1	26,110	15.5
Work-Based Project	185	0.1	472	0.3
Family Goal	668	0.4	3,186	1.9
U.S. Citizenship	53	0.0	303	0.2
Military	359	0.2	3,209	1.9
Personal Goal	7,703	4.1	49,487	29.3
Other	3,099	1.7	8,583	5.1
Total	186,657	100.0	168,884	100.0

CASAS 2004

Citizenship: The majority of Citizenship students said they enrolled in class to obtain U.S. citizenship. However, the number of such students decreased from the two previous years, 2001-02 and 2000-2001. The percentage of students who enrolled in Citizenship programs to improve their English skills increased from 25.2 percent in

2002-03 compared to 16.1 percent in 2001-02. Learners cited their secondary goals were to meet personal goals, improve English and basic skills, and obtain U.S. citizenship. See Table 2.13.

Table 2.12

Primary and Secondary Reasons for Enrollment for Citizenship Learners (2002-03)

Citizenship	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	504	10.8	831	19.4
Improve English skills	1,177	25.2	966	22.5
High School Diploma/GED	190	4.1	52	1.2
Get a Job	23	0.5	84	2.0
Retain Job	4	0.1	33	0.8
Enter College/Training	7	0.1	32	0.7
Work-Based Project	2	0.0	0	0.0
Family Goal	48	1.0	149	3.5
U.S. Citizenship	2,420	51.8	694	16.2
Military	3	0.1	14	0.3
Personal Goal	253	5.4	1,269	29.6
Other	41	0.9	163	3.8
Total	4,672	100.0	4,287	100.0

CASAS 2004

Vocational Education: Vocational education students most frequently cited job preparation and attainment as reasons for enrolling in their program. More than one-fourth of vocational education students (28.3 percent) enrolled to improve their basic skills. Other frequent reasons included meeting a personal goal or getting a job. Far less frequently, learners stated they enrolled to get a high school diploma/GED certificate (3.4 percent) or retain a job (3.9 percent). The three most commonly stated goals that learners cited were to meet personal goals, get a job, and improve basic skills. See Table 2.14.

Table 2.13*Primary and Secondary Reasons for Enrollment for Vocational Learners (2002-03)*

Vocational Education	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic Skills	43,106	28.3	13,404	9.9
Improve English Skills	3,354	2.2	3,639	2.7
High School Diploma/GED	5,120	3.4	2,025	1.5
Get a Job	34,913	23.0	19,992	14.8
Retain Job	5,891	3.9	9,230	6.8
Enter College/Training	3,836	2.5	5,676	4.2
Work-Based Project	4,932	3.3	3,027	2.2
Family Goal	2,484	1.6	7,004	5.2
U.S. Citizenship	159	0.1	345	0.3
Military	109	0.1	316	0.2
Personal Goal	40,903	27.0	50,561	37.4
Other	6,917	4.6	20,062	14.8
Total	151,724	100.0	135,281	100.0

CASAS 2004

Adults with Disabilities: Learners in this program predominantly cited that their primary reasons for enrollment were personal goal (44.4 percent) and the improvement of basic skills (40.3 percent). Their predominant secondary goals were personal goal (40.8 percent), other (25.4 percent), and improvement of basic skills (14.4 percent). Also, a significant number of students cited family goals either as their primary or secondary reason for enrollment (14.6 percent). See Table C.2 of Appendix C.

Home Economics: Learners in this program predominantly cited as their primary and secondary reasons for enrollment personal goals (63.4 percent and 49.3 percent, respectively) and improvement of basic skills (26.1 percent and 7.5 percent, respectively). See Table C.3 of Appendix C.

Parent Education: Consistent with the goals of this program, the most heavily endorsed primary reason for enrollment was family goals (61.1 percent). In addition, 25.2 percent of learners selected personal goal as their primary reason for enrollment. The predominant secondary goals also included personal goals (61.1 percent) and family goals (22.5 percent). See Table C.4 of Appendix C.

Older Adults: The majority of the population enrolled in the Older Adults program cited a personal goal as their primary reason for enrollment (66.5 percent). In addition, 6.4 percent endorsed other, 20.9 percent endorsed the improvement of basic skills, and 4.5 percent endorsed family goals as their primary goal. See Table C.5 of Appendix C.

Health and Safety: Students in this program predominantly cited as their primary and secondary reasons for enrollment the improvement of basic skills (14.5 and 10.6 percent, respectively), personal goal (61.5 and 41.2 percent, respectively), and retain a job (7.0 percent and 1.8 percent, respectively). See Table C.6 of Appendix C.

3. LEARNER GOAL ATTAINMENT

Chapter 3 provides information about adult school learners' goal attainment. The Student Update Record collected data for all learners who completed an Entry Record at the end of the instructional period prior to June 30. Goal attainment includes learners' enrollment status, progress and results, as well as their reasons for leaving early, when applicable. However, while a student may have stated a particular goal at enrollment (such as obtaining a high school diploma or attaining a job), the goal may be one that is longer term and multiyear given the low skill level of many entering students. In such cases, the attainment of these goals when they occur will be reflected in a subsequent fiscal year. This chapter focuses on the goal attainments that occurred for learners during the instructional period from July 1, 2002, to June 30, 2003.

Data Highlights

- ◆ Adult school learners received an average of 99.4 hours of instruction. Mean hours by program ranged from 299.6 (Adults with Disabilities) to 29.7 (Health and Safety).
- ◆ At the time of student updates, 61.5 percent of adult school learners were continuing their education or had left after completing their goal, 20.9 percent left before completion, and 17.6 percent attended less than 12 instruction hours.
- ◆ Of those continuing, 61.0 percent continued education at their program level, 23.4 percent moved on to a higher level, and 15.6 percent left after completion of goal.
- ◆ Among learners whose primary objective was job acquisition, 16.9 percent achieved that goal within the fiscal/school year.
- ◆ Of those who indicated retaining their job as their primary goal at the beginning of the year, 46.2 percent achieved that goal by the end of the year, and 23.6 percent acquired computer/technical skills.
- ◆ A high proportion of learners enrolled for U.S. citizenship reasons reported having achieved U.S. citizenship skills (42.4 percent).
- ◆ Those with a family-related primary goal increased involvement in their children's education (40.5 percent) and literacy (24.9 percent), met a family goal (44.9 percent), and met a personal goal (50.5 percent).
- ◆ A significant proportion of learners who enrolled to improve their English skills increased their involvement in their children's education (14.3 percent).
- ◆ Among learners who enrolled to acquire a high school diploma or GED certificate, 23.1 percent achieved that goal within the fiscal/school year.

- ◆ The majority of adult school learners (60.2 percent) who exited their programs early did so for unstated or unknown reasons. An analysis of those learners with a known reason for early exit shows that factors leading to early exit included schedule conflicts (25.8 percent) change of class or program (15.6 percent), job acquisition (12.4 percent), or relocation (12.3 percent).
- ◆ Females were significantly more likely than males to leave early because of child care concerns, family problems, or personal health problems.
- ◆ Elderly learners were most likely to leave the program early because of health problems or relocation. The youngest learners, aged 16 to 20, were the most likely to leave because of a change in class/program, lack of interest, or administrative separation.

HOURS OF INSTRUCTION

Most learners (61.5 percent) completed a Student Update Record for each of the instructional programs they attended. They generally completed these forms at the end of the class or term but no later than June 30, 2003. The actual hours of instruction differed significantly among the ten mandated program areas. As in previous years, Adults with Disabilities had the highest average hours of instruction (299.6), and programs such as Health and Safety (29.7) and Citizenship (43.5) had the lowest average hours of instruction. Therefore, it is important when viewing the learner results contained in this section to consider them in the context of mean hours of instruction reported. Differences in the amount of instruction received may relate to differences in basic skill level and learner goal achievement.

ESL (112.7 hours) had the second highest mean hours of instruction, followed by Vocational Education (99.3), and ABE (93.2). Overall, the mean hours of instruction across all programs (99.4) remained constant compared to 2001-02. Hours of instruction in ESL has increased steadily from 95.5 in 2000-2001 to 112.7 in 2002-03, which was closer to the mean of 115.0 in 1999-2000. See Table 3.1.

Table 3.1
Average Hours of Instruction at Student Update (2002-03)

Program	Hours of Instructions	
	Mean	N
ABE	93.2	60,167
ESL	112.7	455,934
ASE/GED	70.7	186,194
Citizenship	43.5	3,971
Vocational Education	99.3	156,928
Adults w/ Disabilities	299.6	29,047
Health & Safety	29.7	18,154
Home Economics	67.8	19,411
Parent Education	57.0	46,589
Older Adults	82.4	119,895
Overall	99.4	1,096,290

CASAS 2004

Note: These hours of instruction are from those completing Update Records and do not represent the total adult education hours of instruction. For comparative results for 2002-2003, please refer to the Student Progress and Goal Attainment Report — Adult School Programs in California 2002-2003.

GOAL ATTAINMENT INFORMATION

Learner Enrollment Status

At the conclusion of an instructional period, instructors identified the most appropriate learner enrollment status for each student from one of five possible options. These options are valuable indicators of student enrollment status and performance. For instructional programs in which students were tested, the reader should also refer to test scores and learning gains reported in chapter 4. These test scores provide objective quantifiable results of student progress.

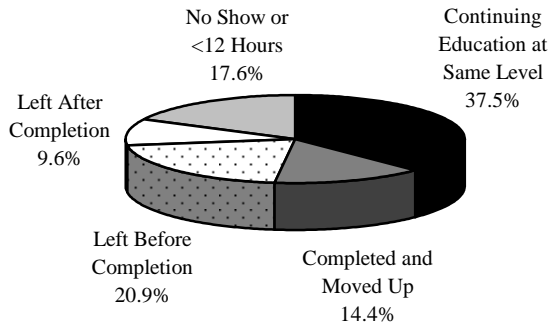
Listed below are the five options for student enrollment status:

1. *Continuing education and progressing within the same level:* This option identifies learners who are continuing their education at the same instructional level, although they may have made educational progress.
2. *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 goal or level entered:* This option indicates learners who were no longer in their program and had completed their 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, 61.5 percent of learners either continued their education and progressed within the same level, moved on to a higher level, or left after completion of goal. Because of the voluntary nature of adult program attendance, increasing retention or persistence rates of a program, defined as the total number of learners who either continued in a program (at the same or a higher level) or left after completion of goal, is a desirable goal. The remaining 38.5 percent were those who left before completion of level or goal (20.9 percent) and those who received fewer than 12 hours of instruction (17.6 percent). See Figure 3.1 for 2002-03 program year results.

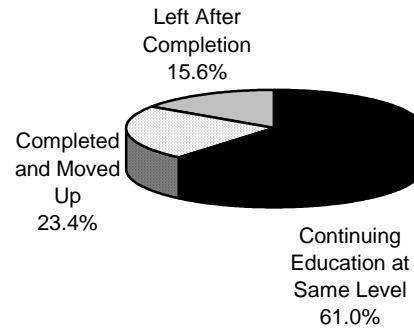
Figure 3.2 examines those learners who continued in the program or left after completion (as mentioned, this was 61.5 percent of total enrollment). Of these learners who remained in an instructional program until its conclusion, 15.6 percent completed and left their adult education instructional program, 23.4 completed a level and moved up, and 61.0 percent continued their education at the same level.

Figure 3.1
Enrollment Status at Time of Student Update (2002-03)



CASAS 2004
 Note: N = 1,011,462

Figure 3.2
*Enrollment Status for Learners Remaining in Program (2002-03)**



CASAS 2004
 Note: N = 622,039
 * Through Student Update Date

The proportion of learners who remained in the program or left after completion (the retention or persistence rate) ranged from a high of 79.1 percent for Adults with Disabilities to a low of 54.9 percent for ABE. Consistent with the prior program year, Home Economics, Older Adults, and Parent Education showed higher retention or persistence rates.

Programs that exhibited the highest percentage of learners moving up a level (completed and moved up or left after completion) were Vocational Education (39.2 percent), Parent Education (34.4 percent), ASE/GED (28.7 percent), and Health and Safety (27.0 percent).

With respect to learners who left before completion of goal, the data show ESL (25.8 percent), ABE (24.0 percent) and ASE/GED (23.3 percent) with the highest proportion of learners. These proportions and relative positions are similar to those for the prior three program years. See Table 3.2 for 2002-03 results. Enrollments in Health and Safety had the highest proportion (30.9 percent) of learners who either did not show or attended less than 12 hours.

Table 3.2*Enrollment Status at time of Student Update by Instructional Program (2002-03)*

Program	Continuing Education at Same Level		Completed & Moved Up		Left Before Completion		Left After Completion		No Show or < 12 Hrs		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	17,671	37.6	3,442	7.3	11,281	24.0	4,723	10.0	9,914	21.1	47,031	100.0
ESL	164,257	38.2	63,440	14.7	110,882	25.8	20,855	4.8	71,245	16.5	430,679	100.0
Citizenship	1,516	42.4	235	6.6	766	21.5	431	12.1	619	17.4	3,567	100.0
ASE/GED	45,297	27.1	18,515	11.0	39,407	23.3	29,688	17.7	35,169	20.9	168,076	100.0
Vocational Education	36,248	24.8	31,460	21.4	22,798	15.5	26,174	17.8	30,023	20.5	146,703	100.0
Adults w/ Disabilities	18,912	69.6	1,195	4.4	3,331	12.3	1,393	5.1	2,343	8.6	27,174	100.0
Health & Safety	5,256	33.5	2,079	13.3	1,338	8.6	2,138	13.7	4,833	30.9	15,644	100.0
Home Economics	10,136	54.9	3,162	17.1	1,653	9.0	1,051	5.7	2,448	13.3	18,450	100.0
Parent Education	13,872	34.3	8,378	20.8	5,253	13.0	5,494	13.6	7,370	18.3	40,367	100.0
Older Adults	66,556	58.5	13,402	11.8	14,472	12.7	5,063	4.5	14,278	12.5	113,771	100.0

CASAS 2004

Note: The total retention rate equals the percentage of the total reporting population that continued their education at same level, completed and moved up, or left after completion.

Learner Progress

The learners who remained in the ten instructional programs to the conclusion of the program demonstrated varying rates of learner advancement, defined as completing the instructional level in which they enrolled, then either advancing to a higher level or leaving after completion. Vocational Education (61.4 percent), ASE/GED (51.6 percent), and Parent Education (50.0 percent) programs, all reported more than half their learners had advanced. The level advancement breakdown for the remaining programs was as follows: ESL (33.9 percent), ABE (31.6 percent), Citizenship (30.6 percent), and Home Economics (29.3 percent). See Table 3.3 for 2002-03 results.

Table 3.3
Learner Progress by Instructional Program (2002-03)

Program	Continuing Education at Same Level	Completed and Moved Up	Left After Completion	Total Advanced*
ABE	68.4%	13.3%	18.3%	31.6%
ESL	66.1%	25.5%	8.4%	33.9%
Citizenship	69.4%	10.8%	19.8%	30.6%
ASE/GED	48.4%	19.8%	31.8%	51.6%
Vocational Education	38.6%	33.5%	27.9%	61.4%
Adults w/ Disabilities	87.9%	5.6%	6.5%	12.1%
Health & Safety	55.5%	21.9%	22.6%	44.5%
Home Economics	70.7%	22.0%	7.3%	29.3%
Parent Education	50.0%	30.2%	19.8%	50.0%
Older Adults	78.2%	15.8%	6.0%	21.8%
Overall	61.0%	23.4%	15.6%	39.0%

CASAS 2004

Note: N = 622,039.

*The percentage of students who completed a level and moved up to a higher level or left after completion.

Learner Results

The Student Update Record collects data on learner results to document positive changes that occurred during the instructional period. Learner results are outcomes achieved by learners during or at the end of the period of instruction. Instructions direct learners to indicate all the outcomes that occurred during the course of instruction.

A number of learners indicated an outcome other than those listed. These outcomes are too diverse to list in their entirety, so only the most frequent outcomes are provided in the base list. Further research may be necessary to include additional relevant results. The Update Record classified the outcomes into four broad-based categories of employment, personal/family, community, and education, with additional sub-categories listed below:

EMPLOYMENT

1. Got A Job
2. Retained Job
3. Met Work-Based Project Goal
4. Entered Job Training
5. Entered Apprenticeship
6. Entered Military
7. Acquired Workforce Readiness Skills
8. Reduced Public Assistance
9. Other

PERSONAL / FAMILY

1. Increased Involvement In Children's Education
2. Increased Involvement In Children's Literacy Related Activities
3. Met Other Family Goal

4. Met Other Personal Goal
5. Other

COMMUNITY

1. Achieved U.S. Citizenship Skills
2. Registered To Vote Or Voted For The First Time
3. Increased Involvement In Community Activities
4. Other

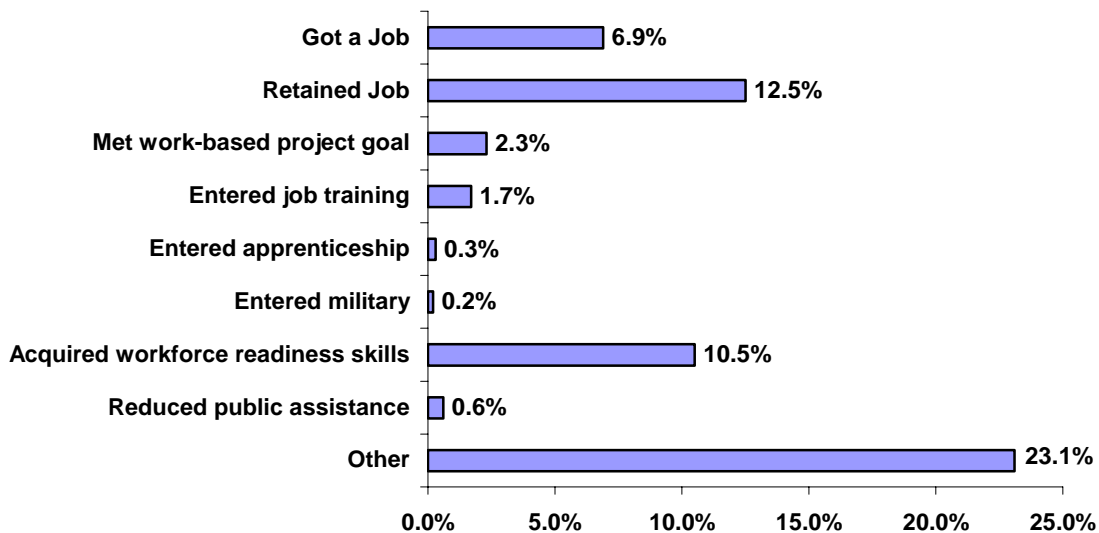
EDUCATION

1. Returned To K-12
2. Passed GED
3. Earned Certificate
4. Earned High School Diploma
5. Entered College
6. Entered Training Program
7. Gained Computer Or Tech Skills
8. Mastered Course Competencies / Educational Plan
9. Other

A substantial number of adult school learners identified an outcome related to work, including job retention (12.5 percent), job acquisition (6.9 percent), and acquisition of workforce readiness skills (10.5 percent). In addition, a significant proportion identified other work-related outcomes (23.1 percent). These results (58.1 percent) highlight the considerable number of students who saw themselves as acquiring transferable workplace skills. See Figure 3.3.

Figure 3.3

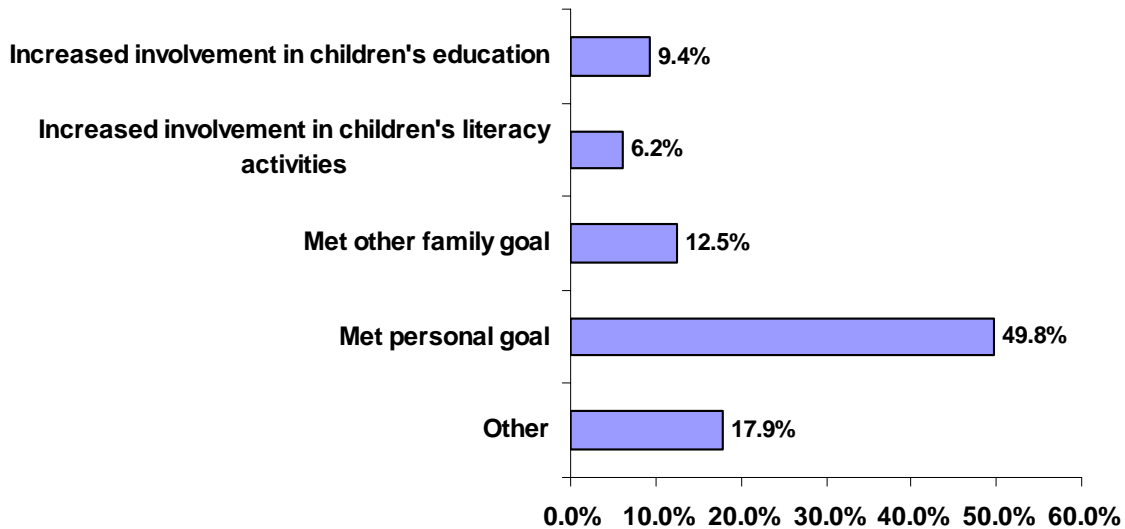
Learner-Indicated Work Outcomes (2002-03)



CASAS 2004
 Note: N = 622,039

Almost half (49.8 percent) of all learners completing the Student Update Records reported having met a personal goal. This result was consistent with prior results of the past three years and showed a slight continued upward trend (45.9 percent in 1999-2000, 47.7 percent in 2000-2001, and 49.2 percent in 2001-02). In addition, 9.4 percent indicated an increased involvement in their children’s education, 6.2 percent indicated increased participation in their children’s literacy activities, 17.9 percent reported another personal/family outcome, and 12.5 percent met another family goal. These results are important in that they provide evidence of the influence adult schools seem to have in helping learners achieve their goals and develop crucial parenting skills and parental interaction with their children. See Figure 3.4.

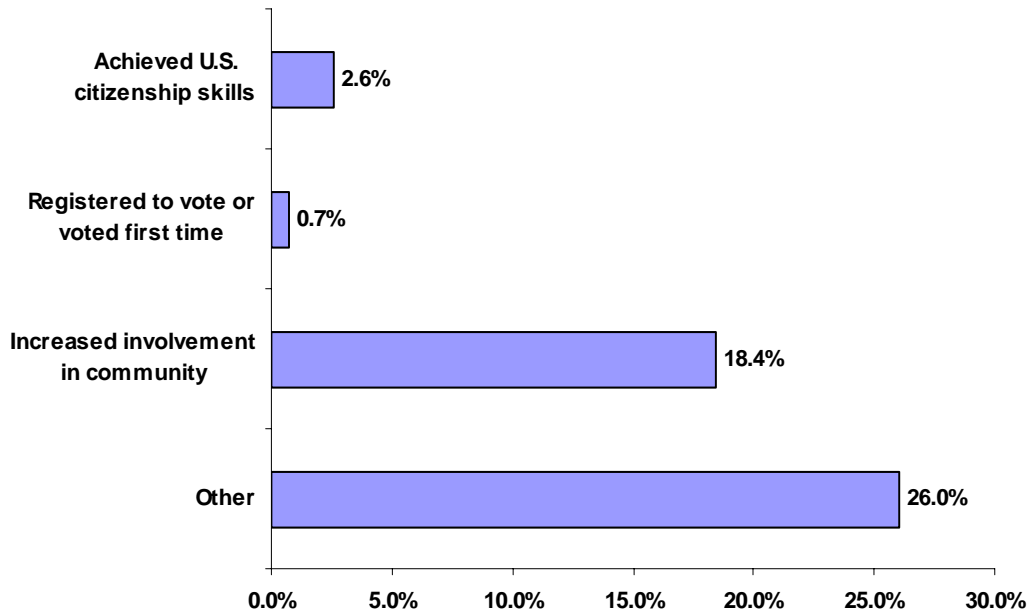
Figure 3.4
Learner-Indicated Personal/Family Outcomes (2002-03)



CASAS 2004
 Note: N = 622,039

Adult school learners continued to report an increase in community involvement (18.4 percent). This proportion was consistent with the results from 2001-02 (18.3 percent). These results show that participation in adult school programs is assisting learners with the assimilation into or becoming more active in their communities. In addition, 26.0 percent of learners reported other outcomes related to the community. Other reported learner results included the achievement of U.S. citizenship skills and registering to vote. See Figure 3.5.

Figure 3.5
Learner-Indicated Community Outcomes (2002-03)

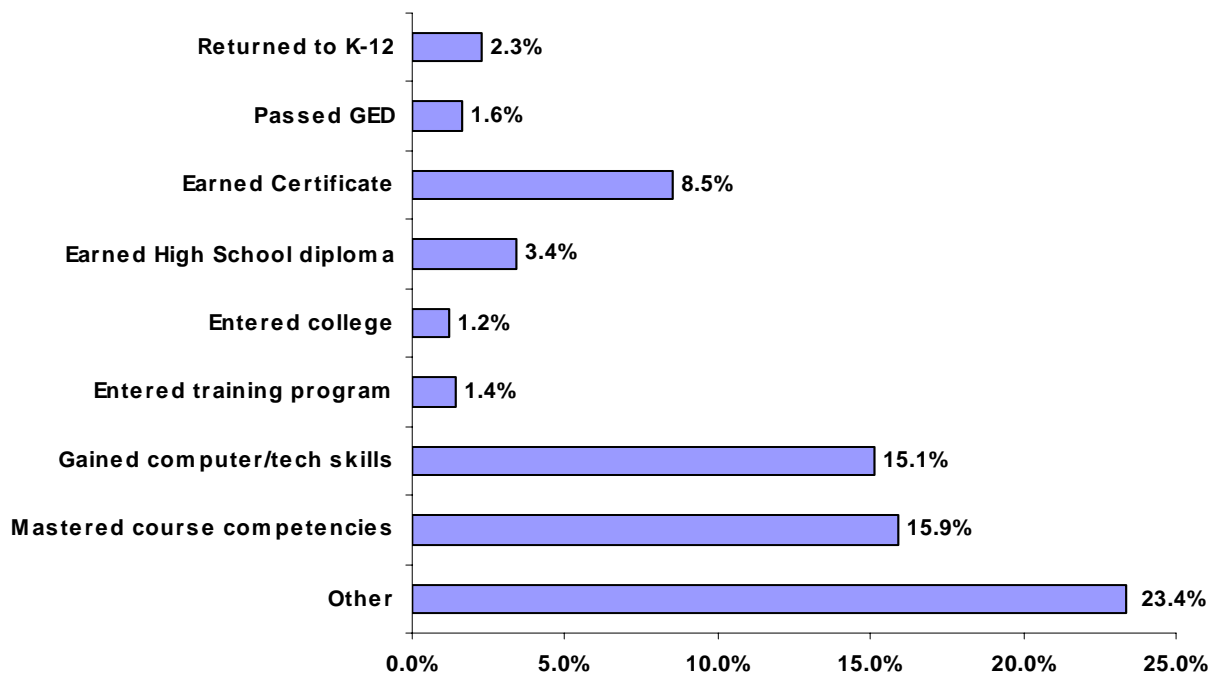


CASAS 2004
Note: *N* = 622,039

A significant proportion of learners reported specific educational outcomes. These include mastered core competencies (15.9 percent), the acquisition of computer or technical skills (15.1 percent), and the attainment of a certificate (8.5 percent). In addition, within the education-related outcomes, students reported other educational outcomes (23.4 percent). Furthermore, a combined 5.0 percent earned a high school diploma or GED certificate. These results indicate that learners were able to achieve a wide array of educational outcomes based on diverse educational goals. See Figure 3.6.

Figure 3.6

Learner-Indicated Educational Outcomes (2002-03)



CASAS 2004
Note: N = 622,039

Learner Results by Primary Reason for Enrollment

The Student Entry Record asked learners to indicate their primary reason for enrolling in their instructional programs. Learners tended to report outcomes that aligned with their primary reason for enrollment, highlighting the level of success the ten mandated programs had in meeting the needs of their learners. For example, the highest proportion of learners who earned a high school diploma (15.9 percent) indicated their primary reason for enrollment was to attain a high school diploma. See Tables 3.4 through 3.7 for outcomes from each of the four broad-based categories compared to the learner's primary reason for enrollment. The percentages represented in these tables were computed from the number (622,039) of learners identifying primary reasons for enrollment.

Listed below are highlights of the results.

- ♦ A high percentage of learners who indicated job acquisition as their primary reason for enrollment reported that they got a job (16.9 percent), acquired workforce readiness skills (27.8 percent), gained computer/technical skills (28.7 percent), earned a certificate (28.5 percent), and mastered core competencies (23.7 percent). See Tables 3.4 and 3.7.

- ◆ Of those who indicated job retention as their primary goal, 46.2 percent indicated having achieved that goal (compared to 40.9 percent in 2001-02). An additional 23.7 percent reported gaining computer/technical skills, 14.1 percent reported acquisition of workforce readiness skills, 16.6 percent indicated increased involvement in community activities, and 10.9 percent reported having acquired a new job (compared to 9.0 percent in 2001-02). See Tables 3.4, 3.6, and 3.7.
- ◆ Those whose primary goal was family related cited increased involvement in their children's education (40.5 percent) and literacy (24.9 percent), meeting their family goal (44.9 percent), and meeting their personal goal (50.5 percent). These learners also showed significant community related outcomes with 24.1 percent reporting increased involvement in community activities. See Tables 3.5 and 3.6.
- ◆ Those learners who cited personal goals as their primary impetus for entering a program had the highest percentage meeting their personal goal (62.4 percent). Additionally, 17.4 percent of these learners indicated increased involvement in the community and 13.0 reported the acquisition of computer/technical skills. See Tables 3.5, 3.6, and 3.7.
- ◆ Among those who sought to improve their basic skills or English skills, 49.2 and 51.1 percent, respectively, reported meeting their personal goal. Additionally, 18.3 and 24.6 percent reported increased involvement in the community as a result of their participation. Also noteworthy was the proportion of learners who enrolled with the goal to improve their English skills and reported an increased involvement in their children's education and literacy (14.3 percent and 10.3 percent, respectively) or the retention of a job (21.7 percent). See Tables 3.4, 3.5, and 3.6.
- ◆ A high proportion of learners who enrolled for U.S. citizenship reasons reported having achieved U.S. citizenship skills (42.4 percent). An additional 14.9 percent indicated job retention as an outcome. See Tables 3.4 and 3.6.
- ◆ Among learners who reported their primary reason for enrollment was to acquire a high school diploma or GED certificate, 23.1 percent reported having achieved that goal. Those citing this goal also showed the greatest propensity to return to K-12 (11.8 percent). See Table 3.7.
- ◆ Of those whose primary goal was a work-based project, almost one-fourth (24.6 percent) reported the attainment of a certificate. See Table 3.7.

Table 3.4**Learner-Indicated Work Outcomes by Primary Reason for Enrollment (2002-03)**

Work Outcomes	Improve Basic Skills N = 119,095		Improve English Skills N = 172,616		H.S./GED N = 77,860		Get a Job N = 30,899		Retain a Job N = 8,211		College/ Training N = 5,412	
	N	%	N	%	N	%	N	%	N	%	N	%
Entered Apprenticeship	319	0.3	620	0.4	170	0.2	473	1.5	100	1.2	54	1.0
Acq. Workforce Readiness Skills	13,454	11.3	21,368	12.4	6,183	7.9	8,580	27.8	1,159	14.1	1,095	20.2
Got a Job	7,356	6.2	16,316	9.5	5,743	7.4	5,228	16.9	977	11.9	767	14.2
Met Work-Based Project Goal	2,860	2.4	3,406	2.0	1,179	1.5	1,196	3.9	495	6.0	306	5.7
Entered Military	108	0.1	185	0.1	599	0.8	22	0.1	13	0.2	17	0.3
Reduced Public Assistance	705	0.6	1,509	0.9	295	0.4	230	0.7	36	0.4	38	0.7
Entered Job Training	2,792	2.3	2,297	1.3	1,281	1.6	1,703	5.5	194	2.4	400	7.4
Retained Job	14,170	11.9	37,407	21.7	6,002	7.7	3,371	10.9	3,792	46.2	797	14.7
Other	27,473	23.1	39,007	22.6	20,975	26.9	6,695	21.7	1,077	13.1	1,376	25.4

Work Outcomes	Work-Based Project N = 4,686		Family Goal N = 26,468		U.S. Citizenship N = 6,001		Military N = 483		Personal Goal N = 117,205		Other/ Not Identified N = 53,103	
	N	%	N	%	N	%	N	%	N	%	N	%
Entered Apprenticeship	42	0.9	31	0.1	27	0.4	2	0.4	197	0.2	78	0.1
Acq. Workforce Readiness Skills	712	15.2	1,085	4.1	350	5.8	71	14.7	7,735	6.6	3,213	6.1
Got a Job	204	4.4	689	2.6	264	4.4	53	11.0	3,670	3.1	1,897	3.6
Met Work-Based Project Goal	1,282	27.4	349	1.3	89	1.5	23	4.8	2,470	2.1	829	1.6
Entered Military	7	0.1	6	0.0	9	0.1	42	8.7	37	0.0	28	0.1
Reduced Public Assistance	19	0.4	128	0.5	17	0.3	12	2.5	831	0.7	125	0.2
Entered Job Training	141	3.0	125	0.5	55	0.9	5	1.0	942	0.8	533	1.0
Retained Job	779	16.6	1,194	4.5	897	14.9	108	22.4	5,347	4.6	3,715	7.0
Other	690	14.7	5,638	21.3	1,037	17.3	121	25.1	28,896	24.7	10,750	20.2

CASAS 2004

Note: For Tables 3.4 through 3.7, percentages do not sum to 100 percent because learners marked all outcomes that applied. Results are representative of those learners who remained in program or left after completion of goal. All student outcomes are summarized as reported on the Student Update Record.

Table 3.5**Learner-Indicated Personal/Family Outcomes by Primary Reason for Enrollment (2002-03)**

Personal/Family Outcomes	Improve Basic Skills N = 119,095		Improve English Skills N = 172,616		H.S./GED N = 77,860		Get a Job N = 30,899		Retain a Job N = 8,211		College/Training N = 5,412	
	N	%	N	%	N	%	N	%	N	%	N	%
Increased Involved in Children's Education	8,257	6.9	24,721	14.3	3,496	4.5	2,041	6.6	611	7.4	464	8.6
Increased Involved in Children's Literacy	5,425	4.6	17,756	10.3	2,107	2.7	1,192	3.9	401	4.9	274	5.1
Met other family goal	13,015	10.9	23,751	13.8	6,468	8.3	2,779	9.0	785	9.6	545	10.1
Met personal goal	58,596	49.2	88,136	51.1	29,814	38.3	16,010	51.8	4,220	51.4	2,902	53.6
Other	22,333	18.8	31,917	18.5	16,004	20.6	5,669	18.3	1,077	13.1	1,119	20.7

Personal/Family Outcomes	Work-Based Project N = 4,686		Family Goal N = 26,468		U.S. Citizenship N = 6,001		Military N = 483		Personal Goal N = 117,205		Other/Not Identified N = 53,103	
	N	%	N	%	N	%	N	%	N	%	N	%
Increased Involved in Children's Education	179	3.8	10,731	40.5	555	9.2	37	7.7	5,033	4.3	2,403	4.5
Increased Involved in Children's Literacy	98	2.1	6,600	24.9	305	5.1	12	2.5	3,253	2.8	1,297	2.4
Met other family goal	273	5.8	11,880	44.9	721	12.0	65	13.5	14,468	12.3	2,851	5.4
Met personal goal	2,326	49.6	14,951	56.5	2,605	43.4	230	47.6	73,091	62.4	17,131	32.3
Other	496	10.6	3,065	11.6	823	13.7	118	24.4	20,390	17.4	8,469	15.9

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Table 3.6**Learner-Indicated Community Outcomes by Primary Reason for Enrollment (2002-03)**

Community Outcomes	Improve Basic Skills N = 119,095		Improve English Skills N = 172,616		H.S./GED N = 77,860		Get a Job N = 30,899		Retain a Job N = 8,211		College/Training N = 5,412	
	N	%	N	%	N	%	N	%	N	%	N	%
Achieved U.S. citizenship skills	2,079	1.7	8,226	4.8	895	1.1	517	1.7	145	1.8	179	3.3
Registered to vote/voted first time	798	0.7	1,399	0.8	1,033	1.3	287	0.9	63	0.8	88	1.6
Increased involvement in community activities	21,787	18.3	42,428	24.6	7,059	9.1	4,889	15.8	1,364	16.6	1,075	19.9
Other	30,950	26.0	46,331	26.8	23,472	30.1	10,170	32.9	2,124	25.9	1,908	35.3

Community Outcomes	Work-Based Project N = 4,686		Family Goal N = 26,468		U.S. Citizenship N = 6,001		Military N = 483		Personal Goal N = 117,205		Other/Not Identified N = 53,103	
	N	%	N	%	N	%	N	%	N	%	N	%
Achieved U.S. citizenship skills	54	1.2	175	0.7	2,546	42.4	30	6.2	703	0.6	455	0.9
Registered to vote/voted first time	17	0.4	116	0.4	196	3.3	14	2.9	389	0.3	242	0.5
Increased involvement in community activities	676	14.4	6,366	24.1	1,056	17.6	123	25.5	20,425	17.4	6,958	13.1
Other	979	20.9	4,937	18.7	847	14.1	155	32.1	29,077	24.8	10,728	20.2

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Learner Results by Instructional Program

In this section we explore learner outcomes within the context of the learner's instructional program. The chosen instructional program clearly has an impact on the goals, and thus outcomes, of a learner. The reader should keep this in mind when analyzing these results. The percentages represented in the following tables (Tables 3.8 through 3.11) were computed from the number (622,039) of learners enrolled in each program area.

ESL, the largest instructional program in terms of student enrollment, had the highest percentage of learners reporting job acquisition (10.2 percent) and job retention (22.6 percent). Vocational Education also had relatively high percentages of learners reporting job acquisition (9.1 percent) and job retention 9.6 percent). Also noteworthy is the comparatively high percentage of Vocational Education (24.1 percent), ABE (13.4 percent), and ESL (12.2 percent) learners who reported the attainment of workforce readiness skills. Among learners enrolled in the Adults with Disabilities program, 7.7 percent reported retaining a job. See Table 3.8.

Table 3.7
Learner-Indicated Educational Outcomes by Primary Reason for Enrollment (2002-03)

Education Outcome	Improve Basic Skills N = 119,095		Improve English Skills N = 172,616		H.S./GED N = 77,860		Get a Job N = 30,899		Retain a Job N = 8,211		College/ Training N = 5,412	
	N	%	N	%	N	%	N	%	N	%	N	%
Returned to K-12	1,845	1.5	1,540	0.9	9,176	11.8	250	0.8	53	0.6	146	2.7
Passed GED	1,161	1.0	1,500	0.9	5,572	7.2	438	1.4	86	1.0	174	3.2
Earned Certificate	10,082	8.5	12,614	7.3	1,897	2.4	8,791	28.5	1,696	20.7	1,041	19.2
Earned High School Diploma	2,605	2.2	2,186	1.3	12,404	15.9	858	2.8	163	2.0	344	6.4
Entered College	1,092	0.9	2,323	1.3	1,515	1.9	658	2.1	120	1.5	466	8.6
Entered Training Program	2,588	2.2	1,793	1.0	702	0.9	1,647	5.3	217	2.6	375	6.9
Gained Computer/ Tech Skills	23,693	19.9	29,604	17.2	5,458	7.0	8,863	28.7	1,938	23.6	1,045	19.3
Mastered course competencies	15,957	13.4	37,528	21.7	12,487	16.0	7,314	23.7	1,790	21.8	1,172	21.7
Other	27,498	23.1	44,242	25.6	20,365	26.2	6,314	20.4	1,334	16.2	1,228	22.7

Education Outcome	Work-Based Project N = 4,686		Family Goal N = 26,468		U.S. Citizenship N = 6,001		Military N = 483		Personal Goal N = 117,205		Other/Not Identified N = 53,103	
	N	%	N	%	N	%	N	%	N	%	N	%
Returned to K-12	10	0.2	133	0.5	22	0.4	20	4.1	634	0.5	660	1.2
Passed GED	24	0.5	87	0.3	16	0.3	14	2.9	525	0.4	300	0.6
Earned Certificate	1,153	24.6	1,598	6.0	400	6.7	20	4.1	10,685	9.1	2,961	5.6
Earned High School Diploma	64	1.4	184	0.7	64	1.1	38	7.9	1,350	1.2	1,065	2.0
Entered College	45	1.0	225	0.9	57	0.9	12	2.5	849	0.7	373	0.7
Entered Training Program	90	1.9	164	0.6	43	0.7	7	1.4	905	0.8	481	0.9
Gained Computer/ Tech Skills	1,106	23.6	1,586	6.0	486	8.1	118	24.4	15,185	13.0	5,292	10.0
Mastered course competencies	966	20.6	2,657	10.0	916	15.3	112	23.2	14,068	12.0	3,995	7.5
Other	537	11.5	5,314	20.1	1,218	20.3	120	24.8	26,907	23.0	10,603	20.0

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Parent Education programs reported the highest proportion of learners achieving personal/family outcomes. More than one-half (51.0 percent) of learners in the Parent Education program reported increased involvement in their children's education, and 31.6 percent reported increased involvement in children's literacy activities. A relatively high proportion of learners enrolled in ESL programs also reported increased involvement in children's education and literacy. The majority of learners in Home Economics, Older Adults, Vocational Education, Adults with Disabilities, and Health and Safety programs indicated they achieved a personal goal. See Table 3.9.

Table 3.8
Work Outcomes by Instructional Programs (2002-03)

Work Outcomes	ABE N = 25,836		ESL N = 248,552		Citizenship N = 2,182		HS/GED N = 93,500		Vocational Education N = 93,882	
	N	%	N	%	N	%	N	%	N	%
Got a job	1,609	6.2	25,461	10.2	46	2.1	6,313	6.8	8,561	9.1
Retained job	2,431	9.4	56,196	22.6	96	4.4	6,476	6.9	9,046	9.6
Met work-based project goal	333	1.3	5,495	2.2	27	1.2	1,270	1.4	5,298	5.6
Entered job training	672	2.6	3,367	1.4	8	0.4	1,397	1.5	4,661	5.0
Entered apprenticeship	33	0.1	983	0.4	2	0.1	194	0.2	866	0.9
Entered military	31	0.1	299	0.1	0	0.0	670	0.7	62	0.1
Acquired workforce readiness skills	3,453	13.4	30,264	12.2	14	0.6	6,545	7.0	22,592	24.1
Reduced public assistance	125	0.5	2,029	0.8	1	0.0	374	0.4	946	1.0
Other	4,977	19.3	55,335	22.3	354	16.2	25,522	27.3	21,035	22.4

Work Outcomes	Adult with Disabilities N = 21,500		Health and Safety N = 9,473		Home Economics N = 14,349		Parent Education N = 27,744		Older Adults N = 85,021	
	N	%	N	%	N	%	N	%	N	%
Got a job	192	0.9	160	1.7	178	1.2	375	1.4	269	0.3
Retained job	1,645	7.7	230	2.4	170	1.2	843	3.0	446	0.5
Met work-based project goal	429	2.0	226	2.4	774	5.4	117	0.4	515	0.6
Entered job training	202	0.9	28	0.3	60	0.4	40	0.1	33	0.0
Entered apprenticeship	11	0.1	1	0.0	10	0.1	9	0.0	4	0.0
Entered military	1	0.0	0	0.0	2	0.0	0	0.0	8	0.0
Acquired workforce readiness skills	1,111	5.2	29	0.3	194	1.4	322	1.2	481	0.6
Reduced public assistance	181	0.8	5	0.1	32	0.2	29	0.1	223	0.3
Other	4,578	21.3	2,580	27.2	4,849	33.8	5,239	18.9	19,266	22.7

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Note: Percentages for Tables 3.8 through 3.11 do not sum to 100 percent because the questionnaire asked learners to indicate all outcomes that applied. Results are representative of those learners who remained in an instructional program or left after completion of goal.

An examination of community outcomes by instructional program reveals some positive results. One is within the Adults with Disabilities program with 29.5 percent of learners reporting increased involvement in the community. This percentage was an increase compared to 2001-02 and seems to indicate that the program continues to be effective in helping learners increase their social interaction. A second positive result was among Citizenship learners, in which 42.2 percent indicated achievement of citizenship skills, and 3.6 percent reported that they had registered to vote or voted for the first time. Finally, ABE, ESL, Home Economics, Parent Education, and Older Adults all showed relatively large percentages of learners increasing their involvement in the community, with ESL enrollees showing the highest proportion (24.5 percent). See Table 3.10 below for further details.

Table 3.9
Community Outcomes by Instructional Program (2002-03)

Community Outcomes	ABE N = 25,836		ESL N = 248,552		Citizenship N = 2,182		HS/GED N = 93,500		Vocational Education N = 93,882	
	N	%	N	%	N	%	N	%	N	%
Achieved U.S. citizenship skills	299	1.2	13,039	5.2	920	42.2	947	1.0	631	0.7
Registered to vote or voted first time	270	1.0	2,048	0.8	79	3.6	1,163	1.2	730	0.8
Increased involvement in community	4,237	16.4	60,947	24.5	225	10.3	7,767	8.3	11,018	11.7
Other	5,675	22.0	67,247	27.1	211	9.7	28,132	30.1	26,226	27.9

Community Outcomes	Adult with Disabilities N = 21,500		Health and Safety N = 9,473		Home Economics N = 14,349		Parent Education N = 27,744		Older Adults N = 85,021	
	N	%	N	%	N	%	N	%	N	%
Achieved U.S. citizenship skills	8	0.0	15	0.2	24	0.2	57	0.2	64	0.1
Registered to vote or voted first time	53	0.2	30	0.3	55	0.4	97	0.3	117	0.1
Increased involvement in community	6,334	29.5	1,122	11.8	2,715	18.9	6,359	22.9	13,482	15.9
Other	3,994	18.6	2,437	25.7	4,520	31.5	3,919	14.1	19,317	22.7

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ASE/GED programs were largely successful in their purpose. A combined 23.3 percent of ASE/GED learners earned either a high school diploma or passed the GED. A relatively high proportion of learners in the ASE/GED programs also reported returning to K-12 programs (12.4 percent). Students within Vocational Education (32.0 percent) and Citizenship (11.2 percent) programs reported that significant proportions of their populations attained certificates. In addition, 10.6 percent of learners in the Health and Safety program reported the attainment of certificates, although this was down from 17.0 percent in 2001-02. A high proportion of learners enrolled in ESL, ABE, and Vocational Education programs acquired computer/information technology skills and mastered course competencies. See Table 3.11 for complete results.

Table 3.10*Educational Outcomes by Instructional Programs (2002-03)*

Educational Outcomes	ABE N = 25,836		ESL N = 248,552		Citizenship N = 2,182		ASE/GED N = 93,500		Vocational Education N = 93,882	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Returned to K-12	339	1.3	1,888	0.8	13	0.6	11,548	12.4	457	0.5
Passed GED	445	1.7	2,128	0.9	3	0.1	6,668	7.1	523	0.6
Earned Certificate	828	3.2	16,534	6.7	245	11.2	1,685	1.8	30,043	32.0
Earned High School diploma	444	1.7	3,121	1.3	4	0.2	15,133	16.2	1,974	2.1
Entered college	257	1.0	3,462	1.4	10	0.5	1,922	2.1	1,440	1.5
Entered training program	741	2.9	2,596	1.0	7	0.3	806	0.9	4,340	4.6
Gained computer/tech skills	3,857	14.9	40,464	16.3	142	6.5	4,869	5.2	38,235	40.7
Mastered course competencies	3,732	14.4	50,294	20.2	228	10.4	15,877	17.0	18,645	19.9
Other	6,176	23.9	63,336	25.5	328	15.0	24,370	26.1	14,476	15.4

Educational Outcomes	Adult with Disabilities N = 21,500		Health and Safety N = 9,473		Home Economics N = 14,349		Parent Education N = 27,744		Older Adults N = 85,021	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Returned to K-12	17	0.1	14	0.1	27	0.2	106	0.4	80	0.1
Passed GED	6	0.0	5	0.1	10	0.1	56	0.2	53	0.1
Earned Certificate	26	0.1	1,007	10.6	153	1.1	1,278	4.6	1,139	1.3
Earned High School diploma	12	0.1	66	0.7	95	0.7	143	0.5	333	0.4
Entered college	26	0.1	52	0.5	78	0.5	232	0.8	256	0.3
Entered training program	172	0.8	19	0.2	151	1.1	88	0.3	92	0.1
Gained computer/tech skills	746	3.5	24	0.3	179	1.2	136	0.5	5,182	6.1
Mastered course competencies	1,296	6.0	323	3.4	1,658	11.6	1,934	7.0	4,975	5.9
Other	6,766	31.5	1,735	18.3	4,787	33.4	4,962	17.9	18,744	22.0

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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. The results that follow are for those who left before completing their instructional level and those who enrolled but did not attend the minimum of 12 hours. As a group, instructors, classmates, and on occasion the learners themselves, provided information on the reason for early exit. The following 13 options describe the primary reasons learners exited their programs prematurely:

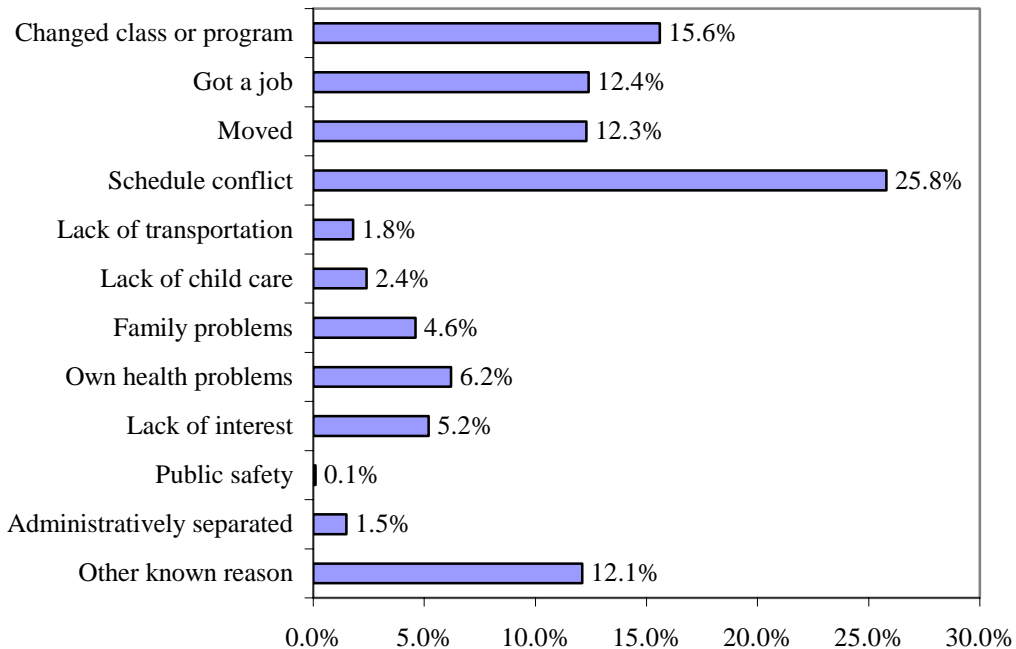
1. Got a job: Learner left to take a job
2. Moved: Learner moved out of the program service area
3. Schedule or location conflict: Learner could not maintain the program schedule because of conflicts with work or family schedules
4. Transportation: Learner could not find, fund, or maintain adequate transportation to and from the instructional program
5. Child Care: Learner left because of childcare needs
6. Family Problem: Learner left because of family needs other than childcare
7. Own health problems: Learner left because of personal health problem
8. Lack of interest: Learner left because of a lack of interest in the program

9. Public safety: Learner left because of concern for personal safety, such as fear of riding the bus or walking through dangerous neighborhoods
10. Administratively separated: Learner was dismissed by the school administration for cause
11. Changed class or program: Learner left program to enroll in a different program
12. Other known reason: Learner reason for leaving the program was known, but does not fit in any of the categories above
13. Unknown reason: Learner left for a reason unknown to the staff or classmates

The instructions indicated that respondents should mark only one reason for leaving early.

As has been the case in previous years, for the majority of learners (60.2 percent) the reason for early exit was not known; that is, there was insufficient information to determine the reason for leaving. For analytical purposes, Figure 3.7 reports only on those learners whose reasons for early exit were known. Therefore, the percentages in Figure 3.7 are calculated from the base of learners with an identified reason for early exit. Consistent with prior years, the most often cited known reason for early exit was schedule conflict (25.8 percent). Other known reasons include class or program changes (15.6 percent), job acquisition (12.4 percent), and relocation (12.3 percent). See Figure 3.7 for complete results.

Figure 3.7
Known Reasons for Early Exit (2002-03)



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Note: N = 100,711

Reason for Leaving Early by Instructional Program

In the Adults with Disabilities program, and to a lesser degree in the Parent Education and Older Adults programs, instructors were more often able to determine the reason for early exit and record it on the Student Update Record.

Among these programs in which learners more often revealed specific exit reasons, the Older Adults cited health problems (23.3 percent) and relocation (21.0 percent) as the reasons for early exit. Parent Education programs had an above-average proportion of learners citing family problems (8.9 percent) as a reason for early exit. Learners enrolled in Adults with Disabilities reported relocation (23.3 percent), class or program change (22.9 percent), and health problems (14.0 percent) most often. ABE learners reported class or program change as their main known reason for early exit (23.0 percent), while ESL learners cited schedule conflicts (32.0 percent). See Table 3.12 below.

Table 3.11
Reasons for Early Exit by Instructional Program (2002-03)

Reason for Leaving Early	ABE N = 6,027		ESL N = 53,670		Citizenship N = 265		HS/GED N = 15,178		Vocational Education N = 11,058	
	N	%	N	%	N	%	N	%	N	%
Changed class or program	1,382	23.0	7,771	14.5	24	9.1	3,794	24.9	1,432	12.9
Got a job	677	11.2	8,480	15.8	24	9.1	1,193	7.9	1,573	14.2
Moved	778	13.0	6,700	12.5	20	7.5	1,269	8.4	927	8.4
Schedule conflict	1,210	20.2	17,227	32.0	90	34.0	2,863	18.8	2,624	23.8
Lack of transportation	96	1.6	1,108	2.1	12	4.5	283	1.9	159	1.4
Lack of child care	115	1.9	1,604	3.0	7	2.6	330	2.2	221	2.0
Family problems	304	5.0	2,357	4.4	8	3.0	735	4.8	715	6.5
Own health problems	346	5.7	2,234	4.2	7	2.6	458	3.0	745	6.7
Lack of interest	449	7.4	1,759	3.3	6	2.3	1,712	11.3	743	6.7
Public safety	8	0.1	21	0.0	0	0.0	19	0.1	7	0.1
Administratively separated	111	1.8	110	0.2	1	0.4	631	4.2	378	3.4
Other known reason	551	9.1	4,299	8.0	66	24.9	1,891	12.5	1,534	13.9

Reason for Leaving Early	Adults with Disabilities N = 2,599		Health and Safety N = 665		Home Economics N = 1,071		Parent Education N = 2,162		Older Adults N = 8,016	
	N	%	N	%	N	%	N	%	N	%
Changed class or program	596	22.9	30	4.5	24	2.2	219	10.1	436	5.4
Got a job	61	2.3	6	1.0	55	5.1	297	13.7	164	2.0
Moved	606	23.3	21	3.2	74	6.9	303	14.0	1,682	21.0
Schedule conflict	94	3.6	289	43.4	358	33.5	520	24.2	728	9.1
Lack of transportation	25	1.0	8	1.2	18	1.7	32	1.5	50	0.6
Lack of child care	3	0.1	4	0.6	26	2.4	63	2.9	12	0.1
Family problems	31	1.2	21	3.2	56	5.2	193	8.9	170	2.1
Own health problems	363	14.0	45	6.7	104	9.7	99	4.6	1,859	23.3
Lack of interest	93	3.6	8	1.2	50	4.7	35	1.6	427	5.3
Public safety	3	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Administratively separated	164	6.3	11	1.7	0	0.0	24	1.1	113	1.4
Other known reason	560	21.6	222	33.3	306	28.6	377	17.4	2,375	29.7

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Reason for Leaving Early by Gender

As in prior program years, males were slightly more likely to leave for unknown reasons (63.4 percent) than females (57.8 percent). An analysis of those learners with a known reason for early exit shows a higher proportion of males reported schedule conflicts as the reason for early exit (29.8 percent compared to 23.2 percent for females).

Consistent with prior years, a significantly higher proportion of women left early because of child care issues, family problems, or personal health problems (a combined 16.9 percent) compared to males (a combined 7.2 percent). Another result, supported with previous years' data, was that a higher percentage of males left because of a lack of interest (6.2 percent versus 4.7 percent). See Table 3.13 for complete results.

Table 3.12

Reasons for Early Exit by Gender (2002-03)

Reason for Leaving Early	Male N = 38,721		Female N = 61,549	
	N	%	N	%
Changed class or program	6,134	15.7	9,534	15.5
Got a job	5,123	13.2	7,359	12.0
Moved	4,688	12.1	7,636	12.4
Schedule conflict	11,565	29.8	14,317	23.2
Lack of transportation	564	1.5	1,218	2.0
Lack of child care	180	0.5	2,183	3.5
Family problems	953	2.5	3,615	5.9
Own health problems	1,608	4.2	4,628	7.5
Lack of interest	2,396	6.2	2,863	4.7
Public safety	35	0.1	22	0.0
Administratively separated	919	2.4	614	1.0
Other known reason	4,556	11.8	7,560	12.3

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Reason for Leaving Early by Age

An analysis of the reasons for leaving early by age group is important in order to determine any age-related trends. As evidenced in prior years, reasons for early exit are more difficult to obtain from the younger population than the older population. The youngest learners, aged 16 to 20, were more likely than the rest of the population to exit because of a change in class/program, administrative separation, or lack of interest. Those in the 21 to 30, 31 to 40, and 41 to 50 age categories reported schedule conflicts as well as job acquisition as reasons for early exit. Those learners aged 65 or older were significantly more likely to exit the program because of relocation and were significantly less likely to exit because of job acquisition or schedule conflicts. Health was a significant reason cited by those aged 65 and over for leaving the program early but was not often cited by those 30 years of age or younger. See Table 3.14 below for further results.

Table 3.13*Reasons for Early Exit by Age Group (2002-03)*

Reason for Early Exit	16-20		21-30		31-40		41-50		51-64		65+		Total	
	N = 17,088		N = 27,834		N = 22,335		N = 13,243		N = 8,536		N = 10,037		N = 85,830	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Changed class/program	3,955	23.1	4,190	15.1	3,418	15.3	2,031	15.3	1,130	13.2	770	7.7	15,494	15.6
Got a job	1,834	10.7	4,128	14.8	3,354	15.0	1,984	15.0	946	11.1	196	2.0	12,442	12.6
Moved	1,968	11.5	3,131	11.2	2,318	10.4	1,398	10.6	1,238	14.5	2,057	20.5	12,110	12.2
Schedule conflict	3,576	21.0	8,393	30.2	6,724	30.0	3,844	29.0	2,143	25.1	1,024	10.2	25,704	25.9
Lack of transportation	368	2.2	535	1.9	339	1.5	222	1.7	178	2.1	121	1.2	1,763	1.8
Lack of child care	297	1.7	922	3.3	823	3.7	209	1.6	75	0.9	34	0.3	2,360	2.4
Family problems	586	3.4	1,232	4.4	1,180	5.3	743	5.6	502	5.9	313	3.1	4,556	4.6
Own health problems	400	2.3	858	3.1	863	3.9	765	5.8	890	10.4	2,310	23.0	6,086	6.1
Lack of interest	1,586	9.3	1,386	5.0	883	4.0	523	3.9	337	3.9	429	4.3	5,144	5.2
Public safety	18	0.1	20	0.1	10	0.0	4	0.0	2	0.0	1	0.0	55	0.1
Admin. separated	661	3.9	313	1.1	194	0.9	130	1.0	65	0.8	128	1.3	1,491	1.5
Other known reason	1,839	10.8	2,726	9.8	2,229	10.0	1,390	10.5	1,030	12.1	2,654	26.4	11,868	12.0

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4. TEST SCORES AND LEARNER GAINS

Chapter 4 provides information about California adult school learners' entry-level pretest scores and learning gains during the instructional period encompassing July 1, 2002, to June 30, 2003.

Data Highlights

- ◆ The mean reading pretest score for ABE learners (223.4) suggests that learners typically would be able to handle most routine reading, writing, and computational tasks related to life roles, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report.
- ◆ The mean for ASE/GED learners was 234.1 which indicates that these learners were ready to begin GED preparation.
- ◆ The mean reading pretest score for ESL and Citizenship learners (207.4) suggests 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 completing an application.
- ◆ The mean math pretest score for ABE learners was 218.6, while the mean for ASE/GED learners was 223.8. This indicates an area of instructional need for learners in both programs.
- ◆ The mean listening pretest score for ESL and Citizenship learners was 206.7. This indicates that these learners have a difficulty readily understanding typical conversations and phrases spoken in English.
- ◆ Learning gains tended to be larger at the lower instructional levels. The ESL and Citizenship programs, with a higher proportion at the lower instructional levels, showed higher learning gains (9.5 points) than ABE (6.5 points) or ASE/GED (6.3 points).
- ◆ Those with seven or more years of previous schooling outperformed those with six or fewer years for learning gains at nearly all ABE, ASE/GED, and ESL levels. The number of years of schooling is a salient factor in predicting achievement.
- ◆ The mean math learning gains were 7.2 points for ABE learners and 5.8 points for ASE/GED learners.

- ♦ Mean listening learning gains averaged 7.3 points for ESL and Citizenship learners.

PRETEST SCORES

As part of the process used to monitor learning gains in federally funded adult education programs in California, the federal Workforce Investment Act (WIA) Title II legislation mandates that all learners in federally funded programs complete pre- and post-tests during the course of the program year. The state, however, has no such mandate for adult education programs receiving state apportionment funds. Because of the federal mandate for testing, the program areas of ABE, ASE/GED, and ESL contributed the vast majority of data for this section of the report.

CASAS recommends that programs administer tests within a short time after enrollment. Programs administered CASAS reading, listening, or math progress 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 WIA Title II programs later completed post-tests to determine the extent of learner progress at the end of the instructional period. Learners took post-tests at the end of the class, term, semester, or program year, or upon exit, but no later than June 30, 2003. Each learner's pretest score was compared to that learner's post-test score to determine that learner's individual learning gains.

Testing occurred to a very limited extent in the other seven program areas because most of these programs are not supplemented with federal funding to support any systematic standardized assessment procedures. In addition, these other program areas do not emphasize the development of reading, listening, or mathematical proficiency. Included in this analysis is a brief summary of pretest results from the learners in these other program areas.

Pretest Guidelines

Learner testing occurred primarily in reading, but ABE and ASE/GED programs did have the option to administer reading tests, math tests, or both, consistent with the instructional focus. Statewide guidelines required all ESL learners to take a reading test, a listening test, or both. Some testing did occur outside these guidelines (for example, math pretest administered to ESL students). In total, there were 383,164 reading pretests, with 19,865 in ABE, 42,321 in ASE/GED, and 320,978 in ESL and Citizenship. Additionally, ABE and ASE/GED learners took 22,659 math pretests, and ESL and Citizenship learners took 19,081 listening pretests.

Reading Pretest Performance

ABE: Slightly more than one-half of ABE learners (51.7 percent) were at the intermediate high level (221-235 on the CASAS scale). A smaller proportion (15.4 percent) scored at the adult secondary level (236 and higher), and a similar proportion of students (15.2 percent) achieved scores that placed them at the two lowest levels (210 or below). The mean reading pretest score for ABE learners (223.4) suggests that these learners typically would be able to perform most routine tasks in the areas of reading, writing, and computation related to life roles, be able to read and interpret

simplified and authentic materials on familiar topics, and write a simple accident or incident report. ABE learners who scored at the mean may, however, find it hard to perform more difficult tasks such as reading and following multi-step 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 Appendix E for more complete descriptions of the various CASAS levels.

ASE/GED: Compared to ABE learners, ASE/GED learners showed significantly higher representation in the two adult secondary instructional levels (44.5 percent combined) and lower representation at the two lowest levels (3.5 percent combined). The mean reading pretest score (234.1) places ASE/GED learners at the extreme upper end of the advanced basic skill level. This indicates that they were ready to begin GED preparation.

ESL: Representation among ESL learners was significantly higher at the beginning (30.6 percent) and lower intermediate instructional levels (36.2 percent). The mean reading pretest score (207.4) for ESL and Citizenship learners suggests 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 completing an application. See the CASAS Skill Level Descriptors for ESL in Table E.2 of Appendix E for more complete descriptors of the various CASAS levels.

The overall mean for the 19,865 ABE learners with a reading test was 223.4, while the mean for the 42,321 ASE/GED students was 234.1. The mean for the 320,978 ESL learners with a reading test was 207.1. These mean scores are very similar to those from the 2000-2001 program year, indicating very similar functioning populations in each of the three instructional programs. See Table 4.1 for 2002-03 results.

Table 4.1A*Mean Reading Pretest Scores Across Instructional Programs (2002-03)*

Reading Score Range	Level Descriptors	Mean Score	N	%
ABE				
200 & below	Beginning Literacy/Pre-Beginning	181.9	1,268	6.4
201-210	Beginning Basic Skills	206.3	1,744	8.8
211-220	Intermediate Basic Skills	216.5	3,521	17.7
221-235	Advanced Basic Skills	228.2	10,274	51.7
236-245	Adult Secondary	239.8	2,288	11.5
246+	Advanced Adult Secondary	249.4	770	3.9
ABE Overall		223.4	19,865	100.0
ASE/GED				
200 & below	Beginning Literacy/Pre-Beginning	191.8	394	0.9
201-210	Beginning Basic Skills	206.6	1,118	2.6
211-220	Intermediate Basic Skills	216.7	3,081	7.3
221-235	Advanced Basic Skills	229.4	18,868	44.7
236-245	Adult Secondary	240.1	11,826	27.9
246+	Advanced Adult Secondary	250.9	7,034	16.6
ASE/GED Overall		234.1	42,321	100.0
ESL				
180 & below	Beginning Literacy/Pre-Beginning ESL	173.4	14,773	4.6
181-200	Beginning ESL	192.8	83,382	26.0
201-210	Low Intermediate ESL	205.3	103,665	32.3
211-220	High Intermediate ESL	215.9	51,110	15.9
221-235	Advanced ESL	227.1	57,111	17.8
236-245	Adult Secondary	239.7	7,981	2.5
246+	Proficient Skills	248.9	2,956	0.9
ESL Overall		207.4	320,978	100.0

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Other programs: Testing was very limited in other programs whose learners were not funded through WIA Title II. The Vocational Education program administered 1,397 reading pretests, while the Adults with Disabilities program administered 180 pretests, and the Parent Education program administered 332 pretests. The limited testing conducted in these programs revealed very different results, as expected, based on the different goals and target populations. Of the students in the Vocational Education program who took a reading pretest, 78.1 percent scored at the intermediate advanced level (221-235) or above. Of the students in the Adults with Disabilities program who took a reading pretest, 79.5 percent scored in the beginning literacy level (200 or below). Of the students in the Parent Education program who took a reading pretest, 62.2 percent scored at the beginning levels (210 or below). The results should be considered in the context of a small sample size. See Table 4.1a.

Table 4.1B*Mean Reading Pretest Scores Across Instructional Programs (2002-03)*

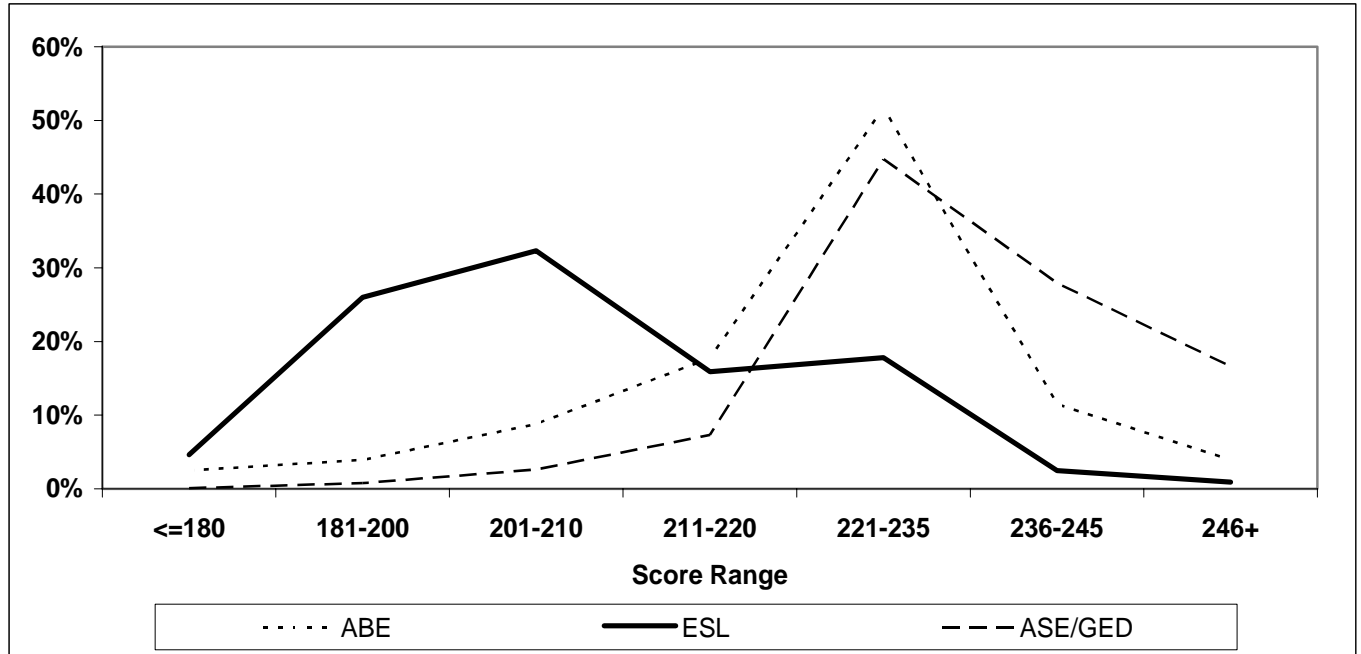
Reading Score Range	Level Descriptors	Mean Score	N	%
Vocational Education				
200 & below	Beginning Literacy/Pre-Beginning	--	26	1.9
201-210	Beginning Basic Skills	205.1	65	4.7
211-220	Intermediate Basic Skills	215.9	95	6.8
221-235	Advanced Basic Skills	229.5	546	39.0
236-245	Adult Secondary	240.6	363	26.0
246+	Advanced Adult Secondary	250.7	302	21.6
Vocational Education Total		234.3	1,397	100.0
Adults with Disabilities				
200 & below	Beginning Literacy/Pre-Beginning	173.9	141	78.2
201-210	Beginning Basic Skills	--	17	9.4
211-220	Intermediate Basic Skills	--	10	5.6
221-235	Advanced Basic Skills	--	12	6.8
236-245	Adult Secondary	--	0	0.0
246+	Advanced Adult Secondary	--	0	0.0
Adults with Disabilities Total		182.5	180	100.0
Parent Education				
200 & below	Beginning Literacy/Pre-Beginning	189.7	114	34.3
201-210	Beginning Basic Skills	205.3	142	42.8
211-220	Intermediate Basic Skills	--	25	7.5
221-235	Advanced Basic Skills	227.4	42	12.7
236-245	Adult Secondary	--	7	2.1
246+	Advanced Adult Secondary	--	2	0.6
Parent Education Total		204.6	332	100.0

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A substantially higher proportion of ESL learners (as evidenced by reading pretest scores in Figure 4.1) scored at lower levels in comparison to ABE or ASE/GED learners, while ABE and ASE/GED learners were proportionately more likely to read at higher levels in comparison to ESL learners. Reading pretest scores for ABE and ASE/GED learners, on the other hand, indicated a higher proportion of these learners scored in the higher levels. This important difference in functioning levels is illustrated in Figure 4.1.

Figure 4.1

Comparison of Mean Reading Pretest Scores Across Instructional Program (2002-03)



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Note: ABE N = 17,200; ASE/GED N = 36,199; ESL N = 304,153

Math Pretest Performance

Adult school programs submitted math pretest scores for 5,950 ABE learners and 16,709 ASE/GED learners. ABE learners who took the math assessment scored an average of 218.6, while ASE/GED learners scored an average of 223.8. ABE 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 have difficulties with tasks such as reconciling bank statements, computing tips, or keeping a family budget.

The highest percentage of both ABE and ASE/GED learners scored between 221 and 235, defined as the intermediate high level (40.9 percent and 50.9 percent, respectively). The difference between the two programs is best illustrated at the lower and higher functioning levels. Compared to ASE, the ABE program has a higher proportion of learners at the lowest instructional levels (210 or below) and a lower percentage at the highest instructional levels (236 and above). See Table 4.2. However, as noted with pretests in reading, the overlap between ABE learners and ASE/GED learners is considerable. There appears to be little differentiation between the two programs in math as well as reading pretest scores.

Table 4.2*Mean Math Test Scores for ABE and ASE/GED Learners (2002-03)*

Math Pretest	Level Descriptors	Mean Score	N	%
ABE				
200 & below	Beginning Literacy/Pre-Beginning	194.4	401	6.7
201-210	Beginning Basic Skills	206.9	1,036	17.4
211-220	Intermediate Basic Skills	216.0	1,803	30.3
221-235	Advanced Basic Skills	226.9	2,427	40.9
236-245	Adult Secondary	239.4	222	3.7
246+	Advanced Adult Secondary	248.7	61	1.0
ABE Overall		218.6	5,950	100.0
ASE/GED				
200 & below	Beginning Literacy/Pre-Beginning	195.1	378	2.3
201-210	Beginning Basic Skills	207.1	1,724	10.3
211-220	Intermediate Basic Skills	216.1	3,953	23.7
221-235	Advanced Basic Skills	227.5	8,507	50.9
236-245	Adult Secondary	239.5	1,622	9.7
246+	Advanced Adult Secondary	247.9	525	3.1
ASE/GED Overall		223.8	16,709	100.0

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Listening Pretest Performance

Programs submitted ESL listening pretest information for 19,061 learners. The overall average listening pretest score for ESL and Citizenship learners was 206.7, which was slightly higher when compared to the mean score among learners in 2001-02 (205.0). This indicates a very stable population in terms of educational functioning level. This mean score 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, interacting via the telephone, or both. See Table 4.3 for listening test results.

Table 4.3*Mean Listening Pretest Scores for ESL Learners (2002-03)*

Listening Pretest	Level Descriptors	Mean Score	N	%
ESL Overall				
180 & below	Beginning Literacy/Pre-Beginning ESL	176.0	587	3.1
181-200	Beginning ESL	192.6	5,787	30.3
201-210	Low Intermediate ESL	205.4	4,831	25.3
211-220	High Intermediate ESL	215.1	4,437	23.3
221-235	Advanced ESL	226.1	3,284	17.2
236-245	Adult Secondary	238.3	155	0.8
ESL Overall		206.7	19,081	100.0

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LEARNING GAINS

Learning gains are the difference between a learner's score on the first accurate pretest and the highest accurate post-test. The administration of both tests must be within the program year, in this case July 1, 2002, to June 30, 2003, and must be within the same of one of the three valid modalities, namely reading, math, and listening. Matched paired test data must also follow additional rules that include not taking the same test form twice in a row, not using a post-test form from a lower CASAS level 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.

Reading Learning Gains

Among the 383,164 learners who took a reading pretest, 115,618 (32.2 percent) provided usable post-test data and were eligible for the analyses that follow. While this may seem like a relatively low percentage of the total tests, the reader should note that only those learners who remained in their program for a minimum of 12 hours and who provided a valid matched pair of tests were eligible.

The data in Table 4.4 shows that learning gains relate inversely to the level at which a learner begins instruction. The ESL program, with the highest percentage of learners at the lower instructional levels, had the highest average learning gains. See Table 4.4.

Table 4.4
Mean Reading Learning Gains Across Instructional Program (2002-03)

Reading Scoring Range	Level Descriptors	Pretest Mean	Mean Learning Gain	N	%
ABE					
200 & below	Beginning Literacy/Pre-Beginning	178.4	9.2	491	10.4
201-210	Beginning Basic Skills	206.3	12.7	438	9.3
211-220	Intermediate Basic Skills	216.6	8.0	833	17.7
221-235	Advanced Basic Skills	228.1	5.3	2,471	52.5
236-245	Adult Secondary	239.6	1.5	478	10.1
ABE Overall		220.0	6.5	4,711	100.0
ASE/GED					
200 & below	Beginning Literacy/Pre-Beginning	190.5	33.2	86	1.0
201-210	Beginning Basic Skills	206.8	19.3	288	3.5
211-220	Intermediate Basic Skills	216.7	11.3	751	9.1
221-235	Advanced Basic Skills	229.2	5.9	4,574	55.7
236-245	Adult Secondary	240.0	3.0	2,524	30.7
ASE/GED Overall		230.2	6.3	8,223	100.0
ESL and Citizenship					
180 & below	Beginning Literacy/Pre-Beginning ESL	173.1	23.4	4,839	4.2
181-200	Beginning ESL	193.0	11.8	28,287	24.5
201-210	Low Intermediate ESL	205.3	10.2	39,099	33.7
211-220	High Intermediate ESL	215.9	7.5	19,439	16.8
221-235	Advanced ESL	227.0	4.9	21,339	18.5
236-245	Adult Secondary	239.6	1.9	2,615	2.3
ESL Overall		207.5	9.5	115,618	100.0

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At almost every pretest score range across all instructional programs, those learners with seven or more years of education showed higher mean learning gains than those with six or fewer years of education. See Table 4.5. Learners in ASE/GED and ESL with seven or more years of prior education who scored 180 and below on a pretest, significantly outperformed similar learners with six or fewer years of education by two to three standard deviations.

Table 4.5
Mean Reading Learning Gains by Years of Education (2002-03)

Reading Score Ranges	Level Descriptors	<= 6 years			>= 7 Years		
		Learning Gains	N	%	Learning Gains	N	%
ABE							
200 & below	Beginning Literacy/Pre-Beginning	9.6	135	26.7	12.4	215	5.6
201-210	Beginning Basic Skills	9.9	60	11.9	13.7	339	8.9
211-220	Intermediate Basic Skills	8.3	110	21.7	8.1	668	17.5
221-235	Advanced Basic Skills	5.0	172	34.0	5.4	2,178	57.0
236-245	Adult Secondary	--	29	5.7	1.5	419	11.0
ABE Overall		7.3	506	100.0	6.6	3,819	100.0
ASE/GED							
200 & below	Beginning Literacy/Pre-Beginning	--	13	3.4	36.5	71	1.0
201-210	Beginning Basic Skills	16.7	32	8.4	19.7	250	3.4
211-220	Intermediate Basic Skills	7.7	58	15.3	11.4	655	8.9
221-235	Advanced Basic Skills	4.9	202	53.4	6.0	4,085	55.3
236-245	Adult Secondary	1.3	74	19.5	3.2	2,314	31.4
ASE/GED Overall		6.0	379	100.0	6.4	7,375	100.0
ESL							
180 & below	Beginning Literacy/Pre-Beginning ESL	20.9	2,279	8.2	27.8	1,836	2.3
181-200	Beginning ESL	10.2	10,252	36.7	13.0	15,411	19.5
201-210	Low Intermediate ESL	8.1	9,317	33.4	11.0	27,221	34.3
211-220	High Intermediate ESL	6.3	3,498	12.5	7.8	14,722	18.6
221-235	Advanced ESL	3.4	2,408	8.6	5.1	17,705	22.4
236-245	Adult Secondary	0.7	147	0.5	2.0	2,298	2.9
ESL Overall		9.2	27,901	100.0	9.6	79,193	100.0

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

Math Learning Gains

Math learning gains averaged 7.2 points for the 1,158 ABE learners and 5.8 for the 3,021 ASE/GED learners who took this assessment. As with reading learning gains, learners at the lower instructional levels show higher math learning gains. Only 20.4 percent of the ABE and ASE/GED learners who took a math pretest later completed a math post-test. This may be because of the use of the math test as a secondary instrument for assessing a learner's initial skill level. Because of the small number of learners who took both pre- and post-tests, interpretation of these results should be undertaken with caution. See Table 4.6.

Table 4.6*Mean Math Learning Gains for ABE and ASE/GED Learners (2002-03)*

Math Scoring Range	Level Descriptors	Pretest Mean	Learning Gain Mean	N	%
ABE					
200 & below	Beginning Literacy/Pre-Beginning	194.0	13.6	95	8.2
201-210	Beginning Basic Skills	206.7	10.1	250	21.6
211-220	Intermediate Basic Skills	215.7	6.9	369	31.9
221-235	Advanced Basic Skills	226.6	4.7	416	35.9
236-245	Adult Secondary	--	--	28	2.4
ABE Overall		216.5	7.2	1,158	100.0
ASE/GED					
200 & below	Beginning Literacy/Pre-Beginning	194.4	18.7	68	2.3
201-210	Beginning Basic Skills	207.2	10.8	330	10.9
211-220	Intermediate Basic Skills	216.2	7.1	784	26.0
221-235	Advanced Basic Skills	227.3	4.4	1,593	52.7
236-245	Adult Secondary	239.3	0.7	246	8.1
ASE/GED Overall		222.5	5.8	3,021	100.0

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Listening Learning Gains

The report includes paired listening test data for 6,630 of the 19,061 learners who took a pretest (34.8 percent). The overall mean learning gain was 7.3 points for ESL and Citizenship learners taking listening tests. The listening learning gains were lower than the reading learning gains for ESL and Citizenship learners at each scoring range as well as overall (7.3 points versus 9.5 points). See Table 4.7.

Table 4.7*Mean Listening Learning Gains for ESL and Citizenship Learners (2002-03)*

Listening Score Range	Level Descriptors	Mean Pretest Score	Mean Learning Gain	N	%
ESL					
180 & below	Beginning Literacy/Pre-Beginning ESL	175.8	21.3	206	3.1
181-200	Beginning ESL	192.7	11.2	2,012	30.3
201-210	Low Intermediate ESL	205.5	6.7	1,737	26.2
211-220	High Intermediate ESL	215.1	4.4	1,568	23.7
221-235	Advanced ESL	226.0	2.5	1,066	16.1
236-245	Adult Secondary	238.2	-1.7	41	0.6
ESL Overall		206.4	7.3	6,630	100.0

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

**STUDENT PROGRESS AND
GOAL ATTAINMENT REPORT**

Adult School Programs in California 2002-03

APPENDIXES

APPENDIX A

DISTRICTS WITH ADULT SCHOOLS THAT SUBMITTED DATA IN 2002-03*

Adult Schools (N=283)

	Enrolled		Enrolled
ABC USD	19,312	Colton Joint USD	93
Acalanes UHSD	6,846	Compton USD	5,826
Alameda City USD	3,468	Conejo Valley USD	4,825
Albany City USD	2,118	Corning UHSD	297
Alhambra City HSD	13,772	Corona-Norco USD	5,978
Amador County USD	68	Coronado USD	363
Anaheim UHSD	2,135	Culver City USD	1,903
Anderson UHSD	440	Cutler-Orosi Joint USD	742
Anderson Valley USD	183	Davis Joint USD	1,444
Antelope Valley USD	4,766	Del Norte County USD	18
Antioch USD	1,259	Delano Jt. UHSD	1,931
Apple Valley USD	169	Delhi USD	337
Arcadia USD	85	Desert Sands USD	1,092
Aromas/San Juan USD	65	Dinuba Jt. UHSD	664
Atascadero USD	245	Dixon USD	366
Azusa USD	6,236	Dos Palos Oro Loma USD	917
Baldwin Park USD	9,383	Downey USD	15,525
Banning USD	595	Duarte USD	104
Barstow USD	507	Dublin USD	386
Bassett USD	4,874	East Side UHSD	14,785
Bear Valley USD	108	El Dorado UHSD	392
Beaumont USD	988	El Monte UHSD	18,106
Bellflower USD	5,422	El Rancho USD	3,292
Berkeley USD	9,193	El Segundo USD	18
Beverly Hills USD	3,022	Elk Grove USD	3,561
Black Oak Mine USD	94	Escalon USD	170
Brawley UHSD	434	Escondido UHSD	6,035
Burbank USD	3,687	Etna UHSD	2
Butte Valley USD	53	Eureka City HSD	8,996
Cabrillo USD	220	Exeter UHSD	99
Callexico USD	820	Fairfield-Suisun USD	4,690
Calipatria USD	24	Fall River Joint USD	23
Capistrano USD	6,236	Farmersville USD	141
Carlsbad USD	44	Firebaugh-Las Deltas Jt. UHSD	324
Carmel USD	818	Folsom-Cordova USD	2,443
Caruthers UHSD	202	Fontana USD	2,557
Castro Valley USD	2,294	Fort Bragg USD	134
Center Jt. USD	175	Fortuna UHSD	96
Centinela Valley HSD	11,409	Fremont UHSD	5,413
Central UHSD	996	Fremont USD	8,361
Central USD	1,508	Fresno USD	13,390
Ceres USD	508	Fullerton Jt. UHSD	2,473
Chaffey Jt. UHSD	8,079	Galt Jt. UHSD	506
Chino Valley USD	3,979	Garden Grove USD	15,653
Chowchilla UHSD	116	Gilroy USD	576
Claremont USD	2,322	Glendora USD	45
Clovis USD	8,842	Golden Plains USD	368
Coachella Valley USD	2,694	Grant Jt. UHSD	11,578
Coast USD	180	Grossmont UHSD	25,924

Agency	Enrolled	Agency	Enrolled
Gustine USD	102	Morgan Hill USD	1,756
Hacienda - La Puente USD	20,448	Mountain Empire USD	40
Hamilton UHSD	169	Mountain Valley USD	126
Hanford Jt. UHSD	1,927	Mountain View-Los Altos USD	7,546
Hayward USD	16,577	Mt. Diablo USD	16,616
Hemet USD	1,822	Murrieta Valley USD	829
Hesperia USD	532	Napa Valley USD	7,133
Holtville USD	346	Natomas USD	785
Huntington Beach HSD	10,363	Nevada Jt. UHSD	390
Imperial USD	126	New Haven USD	2,930
Inglewood USD	6,149	Newark USD	1,218
Irvine USD	2,609	Newman-Crows Landing USD	72
Jefferson UHSD	4,701	Newport-Mesa USD	4,104
Julian UHSD	14	North Monterey County USD	709
Jurupa USD	1,814	Northern Humboldt HSD	1,241
Kerman USD	430	Norwalk-La Mirada USD	11,182
Kern HSD	16,615	Novato USD	347
King City Jt. UHSD	1,146	Oakdale Jt. UHSD	502
Kings Canyon USD	1,520	Oakland USD	33,008
Kingsburg Jt. UHSD	245	Oceanside USD	413
Lake COE	148	Ojai USD	118
Lake Elsinore USD	1,112	Oroville UHSD	2,288
Lassen UHSD	185	Oxnard UHSD	9,928
Laton Joint USD	55	Pacific Grove USD	2,828
Laytonville USD	27	Pajaro Valley Jt. USD	6,747
Lemoore UHSD	634	Palm Springs USD	2,091
Liberty UHSD	1,587	Palo Alto USD	3,127
Lindsay USD	151	Palo Verde USD	75
Livermore Valley USD	3,604	Palos Verdes Peninsula USD	187
Lodi USD	2,801	Paradise USD	69
Lompoc USD	857	Paramount USD	7,315
Long Beach USD	15,381	Parlier USD	62
Los Alamitos USD	224	Pasadena USD	147
Los Angeles USD	232,221	Paso Robles Jt. UHSD	382
Los Gatos-Saratoga HSD	375	Perris UHSD	1,472
Los Molinos USD	201	Petaluma Jt. UHSD	2,093
Lucerne Valley USD	107	Piedmont City USD	1,193
Lucia Mar USD	1,300	Pittsburg USD	5,306
Lynwood USD	2,179	Placentia-Yorba Linda USD	804
Madera USD	4,423	Placer UHSD	4,802
Manteca USD	3,879	Pleasanton USD	3,184
Mariposa County USD	313	Pomona USD	11,363
Martinez USD	4,067	Porterville UHSD	2,492
Marysville Joint USD	102	Poway USD	3,145
McFarland USD	19	Ramona City USD	120
Mendota USD	151	Red Bluff Jt UHSD	189
Merced UHSD	3,183	Redlands USD	4,418
Milpitas USD	2,811	Redondo Beach USD	2,548
Minarets Jt. UHSD	31	Reef-Sunset USD	589
Modesto City HSD	3,602	Rim Of The World USD	176
Modoc Joint USD	133	Ripon USD	200
Monrovia USD	4,164	Riverdale Jt. USD	227
Montebello USD	15,254	Riverside USD	9,910
Monterey Peninsula USD	4,363	Rocklin USD	309
Moreno Valley USD	2,410	Roseville Jt. UHSD	2,220

Agency	Enrolled	Agency	Enrolled
Rowland USD	3,564	Strathmore UHSD	55
Sacramento City USD	17,491	Summersville UHSD	35
Saddleback Valley USD	4,341	Sweetwater UHSD	27,719
Salinas UHSD	11,887	Taft UHSD	140
San Benito USD	427	Tamalpais UHSD	1,232
San Bernardino City USD	10,230	Temecula Valley USD	383
San Diego City USD	2,138	Temple City USD	557
San Dieguito UHSD	2,741	Torrance USD	10,829
San Jacinto USD	391	Tracy Jt. UHSD	2,810
San Juan USD	10,018	Trona Jt. USD	22
San Leandro USD	3,452	Tulare Jt. UHSD	3,696
San Lorenzo USD	4,493	Tulelake Basin USD	155
San Luis Coastal USD	4,256	Turlock Jt. UHSD	2,233
San Marcos USD	263	Tustin USD	1,849
San Mateo UHSD	9,714	Ukiah USD	1,175
San Pasqual Valley USD	141	Upland USD	663
San Rafael City HSD	567	Vacaville USD	998
Sanger USD	456	Vallejo City USD	6,131
Santa Clara USD	11,816	Valley Center-Pauma USD	397
Santa Cruz City HSD	8,490	Ventura USD	6,305
Santa Maria Jt. UHSD	1,084	Victor Valley UHSD	246
Santa Monica-Malibu USD	1,386	Visalia USD	8,186
Santa Paula UHSD	24	Vista USD	5,425
Santa Rosa HSD	109	Walnut Valley USD	145
Selma USD	421	Wasco UHSD	422
Sequoia UHSD	8,033	Washington UHSD	107
Shasta UHSD	831	Washington USD	367
Sierra Sands USD	202	West Contra Costa USD	8,872
Sierra USD	95	Western Placer USD	112
Silver Valley USD	120	Whittier UHSD	10,992
Simi Valley USD	7,655	William S. Hart HSD	1,535
Siskiyou UHSD	36	Windsor USD	18
Sonoma Valley USD	751	Woodlake UHSD	147
Sonora UHSD	133	Woodland Jt. USD	3,203
South San Francisco USD	1,920	Yosemite UHSD	260
Southern Kern USD	130	Yreka UHSD	48
St. Helena USD	492	Yucaipa-Calimesa USD	1,991
Stockton City USD	8,511		

County Office Of Education/ Joint Powers Agreement (N=9)

Agency	Enrolled
Calaveras COE	86
- Bret Harte UHSD	
- Calaveras USD	
Colusa COE	337
- Colusa USD	
- Maxwell USD	
- Pierce USD	
- Williams USD	
Covina Valley COE	14,948
- Charter Oak USD	
- Covina Valley USD	
- West Covina USD	
Glenn COE	2,117
- Orland Jt. UHSD	
- Princeton Jt. USD	
- Stony Creek Jt. USD	
- Willows USD	
Inyo COE	1,517
- Big Pine USD	
- Bishop Jt. USD	
- Death Valley USD	
- Lone Pine USD	
- Owens Valley USD	

County Office Of Education/ Joint Powers Agreement Cont. (N=9)

Mono COE	92
- Eastern Sierra USD	
- Mammoth USD	
Sutter County Adult Education Consortium	1,074
- East Nicolaus HSD	
- Live Oak USD	
- Sutter UHSD	
- Yuba City USD	
Gonzales UHSD	736
- Soledad USD	
Metropolitan Adult Ed. Program	12,569
- Campbell USD	
- San Jose USD	

County Office Of Education/ Joint Powers Agreement (N=9)

	Enrolled
Calaveras COE	86
- Bret Harte UHSD	
- Calaveras USD	
Colusa COE	337
- Colusa USD	
- Maxwell USD	
- Pierce USD	
- Williams USD	
Covina Valley COE	14,948
- Charter Oak USD	
- Covina Valley USD	
- West Covina USD	
Glenn COE	2,117
- Orland Jt. UHSD	
- Princeton Jt. USD	
- Stony Creek Jt. USD	
- Willows USD	
Inyo COE	1,517
- Big Pine USD	
- Bishop Jt. USD	
- Death Valley USD	
- Lone Pine USD	
- Owens Valley USD	

County Office Of Education/ Joint Powers Agreement Cont. (N=9)

Mono COE	92
- Eastern Sierra USD	
- Mammoth USD	
Sutter County Adult Education Consortium	1,074
- East Nicolaus HSD	
- Live Oak USD	
- Sutter UHSD	
- Yuba City USD	
Gonzales UHSD	736
- Soledad USD	
Metropolitan Adult Ed. Program	12,569
- Campbell USD	
- San Jose USD	

APPENDIX B

GEOGRAPHIC REGION AND COUNTY DATA

Table B-1

Regional Distribution of Adult School Learners (2002-03)

Geographic Region	N	%
Balance of State	190,629	15.8
Bay Area	225,394	18.7
Central Valley	68,774	5.7
LA County	501,603	41.5
LA Perimeter	147,299	12.1
San Diego County	74,781	6.2
Total	1,208,480	100.0

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Table B-2

Instructional Program by Geographic Region (2002-03)

Program	Balance of State		Bay Area		Central Valley		LA County	
	N	%	N	%	N	%	N	%
ABE	9,157	4.8	16,193	7.2	4,253	6.2	24,146	4.8
ESL	63,828	33.5	84,038	37.3	20,024	29.1	244,837	48.7
Citizenship	1,146	0.6	974	0.4	78	0.1	2,379	0.5
HS/GED	39,104	20.5	26,497	11.8	19,242	28.0	75,169	15.0
Vocational Education	35,671	18.7	20,790	9.2	13,527	19.7	68,024	13.6
Adults w/ Disabilities	7,139	3.7	9,761	4.3	986	1.4	11,186	2.2
Health & Safety	4,690	2.5	8,264	3.7	378	0.5	7,242	1.4
Home Economics	1,846	1.0	4,984	2.2	37	0.1	9,813	2.0
Parent Education	10,670	5.6	14,232	6.3	609	0.9	17,346	3.5
Older Adults	17,378	9.1	39,661	17.6	9,640	14.0	41,461	8.3
Total	190,629	100.0	225,394	100.0	68,774	100.0	501,603	100.0

Program	LA Perimeter		San Diego		Total	
	N	%	N	%	N	%
ABE	7,656	5.2	6,088	8.1	67,493	5.6
ESL	63,719	43.3	19,899	26.7	496,345	41.1
Citizenship	493	0.3	108	0.1	5,178	0.4
HS/GED	34,614	23.5	13,042	17.4	207,668	17.2
Vocational Ed.	18,434	12.5	14,656	19.6	171,102	14.2
Adults w/ Disabilities	2,221	1.5	697	0.9	31,990	2.6
Health & Safety	735	0.5	2,450	3.3	23,759	2.0
Home Economics	1,551	1.1	2,551	3.4	20,782	1.7
Parent Ed.	5,220	3.5	4,157	5.6	52,234	4.3
Older Adults	12,656	8.6	11,133	14.9	131,929	10.9
Total	147,299	100.0	74,781	100.0	1,208,480	100.0

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Table B-3*County Distribution of Adult School Learners (2002-03)*

County Name	N	%	County Name	N	%
Alameda	95,479	7.9	Orange	50,791	4.2
Amador	68	0.0	Placer	7,443	0.6
Butte	2,357	0.2	Riverside	33,656	2.8
Calaveras	86	0.0	Sacramento	46,557	3.9
Colusa	337	0.0	San Benito	492	0.0
Contra Costa	44,553	3.7	San Bernardino	33,997	2.8
Del Norte	18	0.0	San Diego	74,781	6.2
El Dorado	486	0.0	San Joaquin	18,371	1.5
Fresno	28,403	2.4	San Luis Obispo	6,363	0.5
Glenn	2,286	0.2	San Mateo	24,588	2.0
Humboldt	10,333	0.9	Santa Barbara	1,941	0.2
Imperial	2,887	0.2	Santa Clara	60,774	5.0
Inyo	1,517	0.1	Santa Cruz	15,237	1.3
Kern	19,459	1.6	Shasta	1,294	0.1
Kings	3,150	0.3	Siskiyou	139	0.0
Lake	148	0.0	Solano	12,185	1.0
Lassen	185	0.0	Sonoma	2,971	0.2
Los Angeles	501,603	41.6	Stanislaus	6,917	0.6
Madera	4,830	0.4	Sutter	1,074	0.1
Marin	2,146	0.2	Tehama	687	0.1
Mariposa	313	0.0	Trinity	126	0.0
Mendocino	1,519	0.1	Tulare	16,373	1.4
Merced	4,539	0.4	Tuolumne	168	0.0
Modoc	288	0.0	Ventura	28,855	2.4
Mono	92	0.0	Yolo	5,014	0.4
Monterey	22,487	1.9	Yuba	102	0.0
Napa	7,625	0.6	Total	1,208,480	100.0
Nevada	390	0.0			

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APPENDIX C

SPECIAL NEEDS LEARNERS AND REASONS FOR ENROLLMENT

Table C-1
Special Programs by Instructional Program (2002-03)

Special Program	ABE		ESL		Citizenship		HS/GED		Vocational Education	
	N	%	N	%	N	%	N	%	N	%
Alternative Ed. (K-12)	244	0.4	169	0.0	2	0.0	2,648	1.3	73	0.0
Carl Perkins	627	0.9	6,335	1.3	59	1.1	2,166	1.0	39,107	22.9
Community Corrections	211	0.3	211	0.0	0	0.0	589	0.3	85	0.0
Disabled	4,197	6.2	2,819	0.6	37	0.7	1,532	0.7	4,485	2.6
Dislocated Worker	213	0.3	816	0.2	9	0.2	603	0.3	2,685	1.6
Displaced Homemaker	276	0.4	1,360	0.3	4	0.1	624	0.3	1,692	1.0
EL Civics	0	0.0	100,505	20.2	0	0.0	0	0.0	0	0.0
Family Literacy	293	0.4	17,010	3.4	16	0.3	390	0.2	449	0.3
Five Percent/Distance Learning	335	0.5	40,581	8.2	183	3.5	753	0.4	622	0.4
Homeless Program	250	0.4	442	0.1	9	0.2	460	0.2	1,290	0.8
Jail	442	0.7	302	0.1	1	0.0	597	0.3	1,332	0.8
NTTP	49	0.1	1,391	0.3	19	0.4	113	0.1	2,000	1.2
Other Public Assistance	1,581	2.3	5,612	1.1	63	1.2	2,872	1.4	5,129	3.0
Rehabilitation	1,238	1.8	992	0.2	7	0.1	1,417	0.7	3,239	1.9
Single Parent	3,623	5.4	11,563	2.3	66	1.3	10,472	5.0	11,192	6.5
Special Needs	2,197	3.3	880	0.2	5	0.1	451	0.2	2,126	1.2
State Corrections	88	0.1	65	0.0	0	0.0	274	0.1	130	0.1
TANF	6,060	9.0	14,518	2.9	327	6.3	9,715	4.7	11,092	6.5
Tutoring	521	0.8	2,927	0.6	3	0.1	306	0.1	240	0.1
Veteran	514	0.8	306	0.1	5	0.1	414	0.2	4,565	2.7
WIA IB	828	1.2	775	0.2	5	0.1	614	0.3	942	0.6
Workplace Education	151	0.2	812	0.2	6	0.1	346	0.2	2,126	1.2

Special Program	Adults with Disabilities		Health and Safety		Home Economics		Parent Education		Older Adults	
	N	%	N	%	N	%	N	%	N	%
Alternative Ed. (K-12)	1	0.0	4	0.0	0	0.0	33	0.1	8	0.0
Carl Perkins	1,445	4.5	639	2.7	574	2.8	769	1.5	1,199	0.9
Community Corrections	3	0.0	9	0.0	23	0.1	185	0.4	15	0.0
Disabled	17,623	55.1	152	0.6	560	2.7	294	0.6	9,744	7.4
Dislocated Worker	9	0.0	30	0.1	29	0.1	55	0.1	96	0.1
Displaced Homemaker	61	0.2	40	0.2	81	0.4	223	0.4	334	0.3
EL-Civics	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Family Literacy	6	0.0	28	0.1	10	0.0	1,477	2.8	33	0.0
Five Percent/Distance Learning	34	0.1	27	0.1	55	0.3	1,414	2.7	145	0.1
Homeless Program	47	0.1	22	0.1	30	0.1	52	0.1	11	0.0
Jail	12	0.0	67	0.3	8	0.0	96	0.2	23	0.0
NTTP	11	0.0	4	0.0	8	0.0	45	0.1	314	0.2
Other Public Assistance	610	1.9	50	0.2	46	0.2	305	0.6	525	0.4
Rehabilitation	1,514	4.7	134	0.6	131	0.6	299	0.6	542	0.4
Single Parent	73	0.2	260	1.1	228	1.1	1,142	2.2	597	0.5
Special Needs	7,822	24.5	54	0.2	127	0.6	95	0.2	2,131	1.6
State Corrections	48	0.2	5	0.0	3	0.0	27	0.1	4	0.0
TANF	189	0.6	83	0.3	60	0.3	976	1.9	116	0.1
Tutoring	4	0.0	11	0.0	4	0.0	24	0.0	31	0.0
Veteran	266	0.8	186	0.8	160	0.8	118	0.2	2,180	1.7
WIA IB	10	0.0	41	0.2	5	0.0	14	0.0	15	0.0
Workplace Education	310	1.0	76	0.3	10	0.0	50	0.1	39	0.0

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Table C-2*Adults with Disabilities Learners' Primary and Secondary Reasons for Enrollment (2002-03)*

Adult with Disabilities	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	11,035	40.3	3,434	14.4
Improve English skills	190	0.7	368	1.5
HS/GED	48	0.2	49	0.2
Get a Job	658	2.4	567	2.4
Retain Job	537	2.0	1,049	4.4
Enter College/Training	37	0.1	33	0.1
Work-Based Project	331	1.2	288	1.2
Family Goal	1,362	5.0	2,274	9.6
U.S. Citizenship	26	0.1	6	0.0
Military	6	0.0	3	0.0
Personal Goal	12,176	44.4	9,691	40.8
Other	986	3.6	6,020	25.4
Total	27,392	100.0	23,782	100.0

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Table C-3*Home Economics Learners' Primary and Secondary Reasons for Enrollment (2002-03)*

Home Economics	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	4,666	26.1	1,040	7.5
Improve English skills	70	0.4	42	0.3
HS/GED	32	0.2	17	0.1
Get a Job	85	0.5	104	0.8
Retain Job	14	0.1	11	0.1
Enter College/Training	18	0.1	18	0.1
Work-Based Project	88	0.5	86	0.6
Family Goal	1,038	5.8	1,691	12.2
U.S. Citizenship	7	0.0	42	0.3
Military	18	0.1	14	0.1
Personal Goal	11,362	63.4	6,817	49.3
Other	493	2.8	3,959	28.6
Total	17,891	100.0	13,841	100.0

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Table C-4*Parent Education Learners' Primary and Secondary Reasons for Enrollment (2002-03)*

Parent Education	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	2,748	6.5	1,498	4.1
Improve English skills	1,443	3.4	808	2.2
HS/GED	259	0.6	163	0.4
Get a Job	146	0.3	221	0.6
Retain Job	59	0.1	40	0.1
Enter College/Training	257	0.6	123	0.3
Work-Based Project	99	0.2	58	0.2
Family Goal	25,704	61.1	8,256	22.5
U.S. Citizenship	28	0.1	46	0.1
Military	8	0.0	23	0.1
Personal Goal	10,603	25.2	22,358	61.1
Other	800	1.9	3,027	8.3
Total	42,154	100.0	36,621	100.0

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Table C-5*Older Adults Learners' Primary and Secondary Reasons for Enrollment (2002-03)*

Older Adults	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	23,042	20.9	9,508	10.8
Improve English skills	960	0.9	665	0.8
HS/GED	155	0.1	60	0.1
Get a Job	322	0.3	342	0.4
Retain Job	85	0.1	101	0.1
Enter College/Training	42	0.0	92	0.1
Work-Based Project	238	0.2	194	0.2
Family Goal	4,999	4.5	8,820	10.0
U.S. Citizenship	61	0.1	126	0.1
Military	39	0.0	43	0.0
Personal Goal	73,360	66.5	38,189	43.3
Other	7,072	6.4	30,051	34.1
Total	110,375	100.0	88,191	100.0

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Table C-6*Health and Safety Learners' Primary and Secondary Reasons for Enrollment (2002-03)*

Health and Safety	Primary Reason		Secondary Reason	
	N	%	N	%
Improve Basic skills	2,799	14.5	1,561	10.6
Improve English skills	81	0.4	79	0.5
HS/GED	101	0.5	32	0.2
Get a Job	371	1.9	136	0.9
Retain Job	1,348	7.0	268	1.8
Enter College/Training	97	0.5	89	0.6
Work-Based Project	717	3.7	197	1.3
Family Goal	1,091	5.7	1,461	9.9
U.S. Citizenship	11	0.1	20	0.1
Military	6	0.0	12	0.1
Personal Goal	11,814	61.5	6,066	41.2
Other	802	4.2	4,835	32.8
Total	19,238	100.0	14,756	100.0

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EXHIBIT D-2 STUDENT UPDATE RECORD

TOPS UTUS-002
 Tracking Of Programs and Students

Agency #

Site #

Update Record

⑬ Student Last Name: _____ First _____ Middle _____ Phone Number _____

② Instructor Name: _____ ⑭ Student Address: _____ City _____ State _____ Zip _____

③ **STUDENT IDENTIFICATION**

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 **DATE OF CLASS UPDATE**

	MM	D	D	Y	Y
Jan	0	0	2	0	0
Feb	1	1	2	0	1
Mar	2	2	2	0	2
Apr	3	3	2	0	3
May	4	4	2	0	4
Jun	5	5	2	0	5
Jul	6	6	2	0	6
Aug	7	7	2	0	7
Sep	8	8	2	0	8
Oct	9	9	2	0	9
Nov					
Dec					

⑤ **HOURS OF INSTRUCTION**

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

⑥ **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

⑦ **STATUS (Mark one)**

Retained in program

Left program

No show or did not attend at least 12 hours

⑧ **PROGRESS (Mark highest)**

Progressed within level or program

Completed level or program

Advanced to a higher level or program

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**

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

⑪ **INSTRUCTIONAL LEVEL (Mark one)**

ESL	Basic Skills (ABE)
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy
<input type="checkbox"/> Beginning	<input type="checkbox"/> Beginning
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. Low
<input type="checkbox"/> Int. High	<input type="checkbox"/> Int. High
<input type="checkbox"/> Adv. Low	<input type="checkbox"/> ASE Low
<input type="checkbox"/> Adv. High	<input type="checkbox"/> ASE High
<input type="checkbox"/> Completed Adv. High	<input type="checkbox"/> Completed ASE High

⑫ **SKILL LEVEL**

T	S	L	R	M	W
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
10	10	10	10	10	10

⑬ **REASON FOR EXITING (Mark one or leave blank)**

Changed class or program

Completed Program

Met goal

End of program year

Got a job

Moved

Schedule conflict

Lack of transportation

Lack of child care

Family problems

Own health problems

Lack of interest

Public safety

Administratively separated

Unknown reason

Other known reason

⑭ **Sub-sections of GED passed** Mark one or more or leave blank

Language Science Social Studies Language Arts, Reading

⑮ **High School credits earned** Multiple bubbles are added together

0.5 1.0 2.0 3.0 4.0 5.0

10.0 20.0 30.0 40.0 50.0 60.0

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* = required for TOPSpro software www.casas.org CASAS

EXHIBIT D-3 TEST RECORD

TOPS
Tracking Of Programs and Students

TRUS-001

PRACTICE

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Test Record

① Student Last Name _____ First _____ Middle _____

② Instructor Name _____

Agency # _____

Site # _____

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

① ● ② ③

Wrong

① ✕ ② ③

① ① ② ③

③ **STUDENT IDENTIFICATION**

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

Is this your Social Security #? Yes No

④ **FORM NUMBER**

0	0	0	0	X
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

⑤ **TEST DATE**

	D	Y
Jan	0 0	200 0
Feb	1 1	200 1
Mar	2 2	200 2
Apr	3 3	200 3
May	4 4	200 4
Jun	5 5	200 5
Jul	6 6	200 6
Aug	7 7	200 7
Sep	8 8	200 8
Oct	9 9	200 9
Nov		
Dec		

⑥ **CLASS NUMBER**

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

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

⑨ **RAW SCORE**

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

⑩ **TEST 1** ⑪ **TEST 2** ⑫ **TEST 3** ⑬ **TEST 4**

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

Student does not yet have the skills to be tested.

* = required for TOPSpro software

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CASAS SKILL LEVEL DESCRIPTORS FOR ABE

Scale Score	CASAS Level	Descriptors
250	E	Advanced Adult Secondary 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.
245		Adult Secondary 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.
240	D	Advanced Basic Skills 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.
235		Intermediate Basic Skills 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.
230	C	Beginning Basic Skills 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.
225		Beginning Literacy/Pre-Beginning 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.
220	B	Beginning Literacy/Pre-Beginning 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.
215		Beginning Literacy/Pre-Beginning 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.
210	A	Beginning Literacy/Pre-Beginning 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.
205		Beginning Literacy/Pre-Beginning 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.
200	A	Beginning Literacy/Pre-Beginning 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.
190		Beginning Literacy/Pre-Beginning 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.
180	A	Beginning Literacy/Pre-Beginning 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.
150		Beginning Literacy/Pre-Beginning 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.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

CASAS SKILL LEVEL DESCRIPTORS FOR ESL

Scale Score	CASAS Level	Descriptors
250	E	<p>Proficient Skills 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		
240	D	<p>Adult Secondary 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>
235		
230	C	<p>Advanced ESL 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>
225		
220		
215	B	<p>High Intermediate ESL 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>
210		
205		
200		
190	A	<p>High Beginning ESL 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>
180		
180		<p>Low Beginning ESL 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>
180		
150		<p>Beginning Literacy/Pre-Beginning ESL 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>

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

