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**Benchmark Performance Reported By The Number Above Benchmark Level, Number Below Benchmark Level  
And Number No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES REPORTING	NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL NUMBER OF COMMUNITY COLLEGES
<b>FOLLOW-UP MEASURES (NRS Benchmarks)</b>						
Entered Employment		13	2	15	0	15
Retained Employment		12	3	15	0	15
Obtained a GED or Secondary School Diploma		15	0	15	0	15
Entered Postsecondary Education Or Training		15	0	15	0	15

**Source:** State Aggregated NRS Report: Program Year 2005; Tables 4B and 5  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005; Tables 1-2.

**Table 32**

**Benchmark Performance Reported By The Percent Above Benchmark Level, Percent Below Benchmark Level  
And Percent No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	PERCENT OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES REPORTING	PERCENT OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL PERCENT OF COMMUNITY COLLEGES
<b>STATE BENCHMARKS</b>						
<b>Pre/Post Assessment By Instructional Program</b>						
Adult Basic Education (ABE)		53%	47%	100%	0	100%
English As-A Second Language (ESL)		100%	0%	100%	0	100%
Adult Secondary Education (ASE)		87%	13%	100%	0	100%
<b>OTHER STATE BENCHMARKS</b>						
GED Pass Rate		100%	0%	100%	0	100%
Basic Skills Credential Increase		47%	53%	100%	0	100%
<b>INSTRUCTIONAL PROGRAM (NRS Benchmarks)</b>						
<b>ADULT BASIC EDUCATION (ABE)</b>	ABE Beginning Literacy	73%	27%	100%	0	100%
	ABE Beginning Basic	93%	7%	100%	0	100%
	ABE Intermediate Low	100%	0%	100%	0	100%
	ABE Intermediate High	93%	7%	100%	0	100%
<b>ADULT SECONDARY EDUCATION (ASE)</b>	ASE Low	100%	0	0	0	100%
<b>ENGLISH AS-A SECOND LANGUAGE (ESL)</b>	ESL Beginning Literacy	93%	0%	93%	7%	100%
	ESL Beginning	100%	0%	100%	0%	100%
	ESL Intermediate Low	100%	0%	100%	0%	100%
	ESL Intermediate High	100%	0%	100%	0%	100%
	ESL Advanced Low	67%	33%	100%	0%	100%



**Table 32 (Continued)**

**Benchmark Performance Reported By The Percent Above Benchmark Level, Percent Below Benchmark Level  
And Percent No Data Reported Referenced By Instructional Program And Educational Functioning Level**

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G (Col. E + Col F)
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	PERCENT OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	PERCENT OF COMMUNITY COLLEGES REPORTING	PERCENT OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL PERCENT OF COMMUNITY COLLEGES
<b>FOLLOW-UP MEASURES (NRS Benchmarks)</b>						
	Entered Employment	87%	13%	<b>100%</b>	0	<b>100%</b>
	Retained Employment	80%	20%	<b>100%</b>	0	<b>100%</b>
	Obtained a GED or Secondary School Diploma	100%	0%	<b>100%</b>	0	<b>100%</b>
	Entered Postsecondary Education Or Training	100%	0%	<b>100%</b>	0	<b>100%</b>

**Source:** State Aggregated NRS Report: Program Year 2005; Tables 4B and 5  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005; Tables 1-2.

## OBSERVATIONS AND SUMMARY

The purpose of this section is to summarize the benchmark results for Program Year 2005 and to provide observations which can serve as the basis for continuous program improvement. The following observations provide a summary of benchmark attainment:

- **Pre/Post Assessment Results** – An analysis of pre/post assessment results indicates that **79%** of the total enrollees who were pre-assessed were also post-assessed. This percentage represents a diligent effort to obtain post assessment results. **The goal for Program Year 2005 was to achieve a 70-75% pre/post assessment result for all program enrollees. This goal was met.**
- **State Benchmarks** – Iowa's adult literacy program met or exceeded **5 out of 5 (100.00%)** of the state mandated benchmarks.
- **Educational Gain Benchmarks** – An analysis of the educational gain benchmarks indicated that **7 out of 10 (70%)** educational functioning levels met or exceeded the negotiated benchmark levels for the "total enrollment" category. The three (3) educational functioning levels which did not meet the negotiated benchmark levels were: (1) "Beginning Literacy ESL", (2) "Beginning ESL", (3) "Low Advanced ESL". The analysis of the educational gains benchmarks for the "pre-post assessment" category indicated that **9 out of 10 (90%)** educational functioning levels met or exceeded the negotiated benchmark levels. The educational functioning level which did not meet the negotiated benchmark level was "Low Advanced ESL". **The educational functioning level of "Low Advanced ESL" did not meet the negotiated benchmark level for either the "total enrollment" or "pre-post assessment" categories.**
- **Follow-up Benchmarks** – Iowa exceeded the negotiated benchmark levels for the four follow-up core indicators (**100% attainment**).
- **Overall Benchmark Attainment** – Iowa's statewide adult literacy program met or exceeded **16 out of 19 (84%)** benchmarks when calculated against the "total enrollment" category for the "educational gain" benchmark category. Iowa's statewide adult literacy program met or exceeded **18 out of 19 (95%)** benchmarks when calculated against the "pre-post assessment" category for the "educational gain" benchmark category.
- **Incentive Grant Eligibility** – **Five out of 15 (33%)** community colleges met or exceeded 19 benchmarks and qualified for an incentive grant.

Program Year 2005 was the fifth year that Iowa's statewide adult literacy program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main area of focus for benchmark improvement during Program Year 2005 was the "Low Advanced ESL" educational functioning level. The areas in which the benchmarks were successfully attained by the majority of the local program providers were: (1) Intermediate ABE, Advanced ABE and ASE educational functioning levels, (2) entered employment, (3) retained employment, (4) GED diploma attainment, (5) entered post-secondary education and training, (6) pre-post assessment, (7) GED pass rate, and (8) basic skill credentials.

In summary, it was observed that:

- There was a **slight decrease** from Program Year 2004 to Program Year 2005 in the percentage of program enrollees who received pre-post assessments. The overall pre/post assessment rate **decreased** from 85% for Program Year 2004 to 79% for Program Year 2005. The decreases for the three instructional programs ranged from a nine percent decrease for ABE and a four percent decrease for both ESL and adult secondary. The overall goal for Program Year 2006 is to increase pre-post assessment percentages to the Program Year 2004 level, but by the same token, ensure that educational gains for ABE, ESL, and ASE instructional programs remain high.

- There was a significant improvement in ESL benchmark attainment over Program Year 2004. This improvement met an overall Iowa adult literacy program continuous improvement goal that was established for Program Year 2005. It also represented a focused effort on the part of the local adult literacy programs to improve benchmark performance for the ESL instructional program.
- The benchmark improvement goal for Program Year 2005 was to meet or exceed **90%** of the negotiated benchmark levels. **This goal was met.**
- The major focus area for benchmark attainment improvement for Program Year 2006 is the English-as-a-Second Language instructional program for the “**Low Advanced ESL**” educational functioning level.

This report provides base line benchmark data against which succeeding program year’s benchmark data can be evaluated. The benchmark data can serve as the basis for local and state program improvement for Program Year 2006. **The overall goal for benchmark improvement for Program Year 2006 is to maintain benchmark attainment at the 95% level.**

# **Appendix A**

**A Description Of The Educational  
Functioning Levels And Outcome  
Measures For Adult Basic Education,  
Adult Secondary Education And  
English-As-A-Second Language**

**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy Test Benchmark: CASAS: 134-200 Skill Level: 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education Test Benchmark: CASAS: 201-210 Skill Level: 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ABE & Adult Secondary Education**

<b>Literacy Level</b>	<b>Basic Reading &amp; Writing</b>	<b>Numeracy Skills</b>	<b>Functional and Workplace Skills</b>
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 211-220</p> <p>Skill Level: 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 221-235</p> <p>Skill Level: 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: CASAS: 236-245 Skill Level: 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark: CASAS: 246 and higher Skill Level: 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy Test Benchmark: CASAS: (Life Skills): 153-180 SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL Test Benchmark: CASAS: (Life Skills): 181-190 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL Test Benchmark: CASAS: (Life Skills): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>



**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL Test Benchmark: CASAS: (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL Test Benchmark: CASAS: (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

**Educational Functioning Level Descriptors And  
Outcomes Measure Definitions For ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Advanced ESL Test Benchmark: CASAS: (Life Skills): 236-245 SPL (Speaking) 7 and higher SPL (Reading and Writing) 8 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

# **Appendix B**

## **Iowa's Adult Literacy Program National Reporting System Annual Performance Report For Program Year 2005**

**Table 1****Participants By Entering Educational Functioning Level, Ethnicity And Sex**

Enter the number of participants\* by educational functioning level, \*\*ethnicity, and \*\*\*sex.

Enter Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beg. Lit.	0	0	3	1	15	21	6	14	0	3	123	140	<b>326</b>
ABE Beg. Basic	5	5	4	2	46	64	13	16	2	3	97	125	<b>382</b>
ABE Int. Low	12	20	9	13	106	124	44	63	3	5	252	394	<b>1,045</b>
ABE Int. High	42	49	26	25	205	261	154	217	7	6	1,216	1,521	<b>3,729</b>
ASE Low	29	21	12	15	56	73	58	83	4	4	845	764	<b>1,964</b>
ASE High	9	6	5	2	25	15	12	14	2	0	311	227	<b>628</b>
ESL Beg. Lit	0	0	20	45	21	12	160	209	0	1	11	9	<b>488</b>
ESL Beg.	1	2	83	144	51	35	441	491	3	4	29	32	<b>1,316</b>
ESL Int. Low	0	4	44	111	26	17	290	334	0	3	24	48	<b>901</b>
ESL Int. High	2	0	46	80	17	10	175	217	3	1	22	64	<b>637</b>
ESL Low Advanced	2	2	40	95	18	8	153	173	3	3	22	54	<b>573</b>
<b>Total</b>	<b>102</b>	<b>109</b>	<b>292</b>	<b>533</b>	<b>586</b>	<b>640</b>	<b>1,506</b>	<b>1,831</b>	<b>27</b>	<b>33</b>	<b>2,952</b>	<b>3,378</b>	<b>11,989</b>

\* A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

\*\* See attached definitions for educational functioning levels. California, in determining the educational functioning level for Tables 1, 4A and 4B, used first reading pretest scores and in its absence, the endorsed ABE or ESL Instructional Level from the Student Entry Record.

\*\*\* A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. California Data for 1999-00, in cases where more than one ethnicity was endorsed, chose the ethnicity that is least representative of the overall population.

**Table 2**

**Participants By Age, Ethnicity And Sex**

Enter the number of participants by age, \* ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	24	33	14	15	93	122	144	131	5	5	773	686	<b>2,045</b>
19-24	45	48	49	93	205	234	435	432	12	8	1,091	1,243	<b>3,895</b>
25-44	31	27	142	309	250	237	776	1,073	7	15	830	1,149	<b>4,846</b>
45-59	2	1	52	86	29	38	129	157	1	5	197	244	<b>941</b>
60 and Older	0	0	35	30	9	9	22	38	2	0	61	56	<b>262</b>
<b>Total</b>	<b>102</b>	<b>109</b>	<b>292</b>	<b>533</b>	<b>586</b>	<b>640</b>	<b>1,506</b>	<b>1,831</b>	<b>27</b>	<b>33</b>	<b>2,952</b>	<b>3,378</b>	<b>11,989</b>

\* Participants should be classified based upon their age at entry. For participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table.

The totals in Columns B-M should equal the totals in Columns B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

**Table 3**

**Participants By Program Type And Age**

Enter the number of participants by program type and age.

<b>Program Type</b>	<b>16-18</b>	<b>19-24</b>	<b>25-44</b>	<b>45-59</b>	<b>60 and Older</b>	<b>Total</b>
<b>(A)</b>	<b>(B)</b>	<b>(C)</b>	<b>(D)</b>	<b>(E)</b>	<b>(F)</b>	<b>(G)</b>
Adult Basic Education	1,232	2,060	1,746	345	99	<b>5,482</b>
Adult Secondary Education	639	1,050	765	118	20	<b>2,592</b>
English-as-a-Second Language	174	785	2,335	478	143	<b>3,915</b>
<b>Total</b>	<b>2,045</b>	<b>3,895</b>	<b>4,846</b>	<b>941</b>	<b>262</b>	<b>11,989</b>

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

**Table 4 (Total Enrollment)**

**Educational Gain And Attendance By Educational Functioning Level**

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	326	30,177	129	94	37	160	39.6%
ABE Beg. Basic	382	32,338	183	112	76	123	47.9%
ABE Int. Low	1,045	65,948	558	258	191	296	53.4%
ABE Int. High	3,729	178,693	2,234	597	568	927	59.9%
ASE Low	1,964	78,449	1,517	259	167	280	77.2%
ASE High	628	23,546	422	63	119	87	67.2%
ESL Beg. Lit	488	29,143	198	137	132	158	40.6%
ESL Beg.	1,316	99,007	492	337	340	484	37.4%
ESL Int. Low	901	75,092	414	270	187	300	45.9%
ESL Int. High	637	52,850	267	173	144	226	41.9%
ESL Low Adv.	573	48,486	142	70	194	237	24.8%
<b>Total</b>	<b>11,989</b>	<b>713,729</b>	<b>6,556</b>	<b>2,370</b>	<b>2,155</b>	<b>3,278</b>	<b>54.7%</b>

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula:  $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

\* Completion of ASE high level is attainment of a secondary credential or passing GED test.























