

STATE OF KANSAS ADULT EDUCATION

ABE/ASE/ESL

STUDENT DATABASE

AND

PROGRAM REPORTING SYSTEM

ABE2003E

July 17, 2003

ABE/ASE/ESL Student Database and Program Reporting System

Database developed and manual written by Nancy E. White.

Edited by Diane Whitley and Dianne Glass, KBOR.

For assistance contact Nancy White at:

Mail: Pittsburg, KS 66762
E-mail: abe2003nancy@yahoo.com

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Changes for FY 04

New Items:

1. Fields for Citizenship Dictation Pre-test and Posttest and Dates.
2. Fields for Diploma Type: Received GED and Received Adult High School Diploma.
3. Check Data Menu – #25 Missing Diploma Type.
4. Check Data Menu – #18 Missing Citizenship Tests. The 04 query searches for learner's having the Citizenship Outcome marked but **either**:
 - 1) have no Citizenship Skills pretest score **and** no Citizenship Skills posttest score.
 - 2) have no Citizenship Skills posttest score indicating attainment of skills **or** the Citizenship Skills post test score is below 206 (too low to indicate attainment of skills).
 - 3) have no Citizenship Dictation pretest score **and** no Citizenship Dictation posttest score.
 - 4) have no Citizenship Dictation posttest score indicating attainment of skills **or** the Citizenship Dictation posttest score is below 2 (too low to indicate attainment of skills).

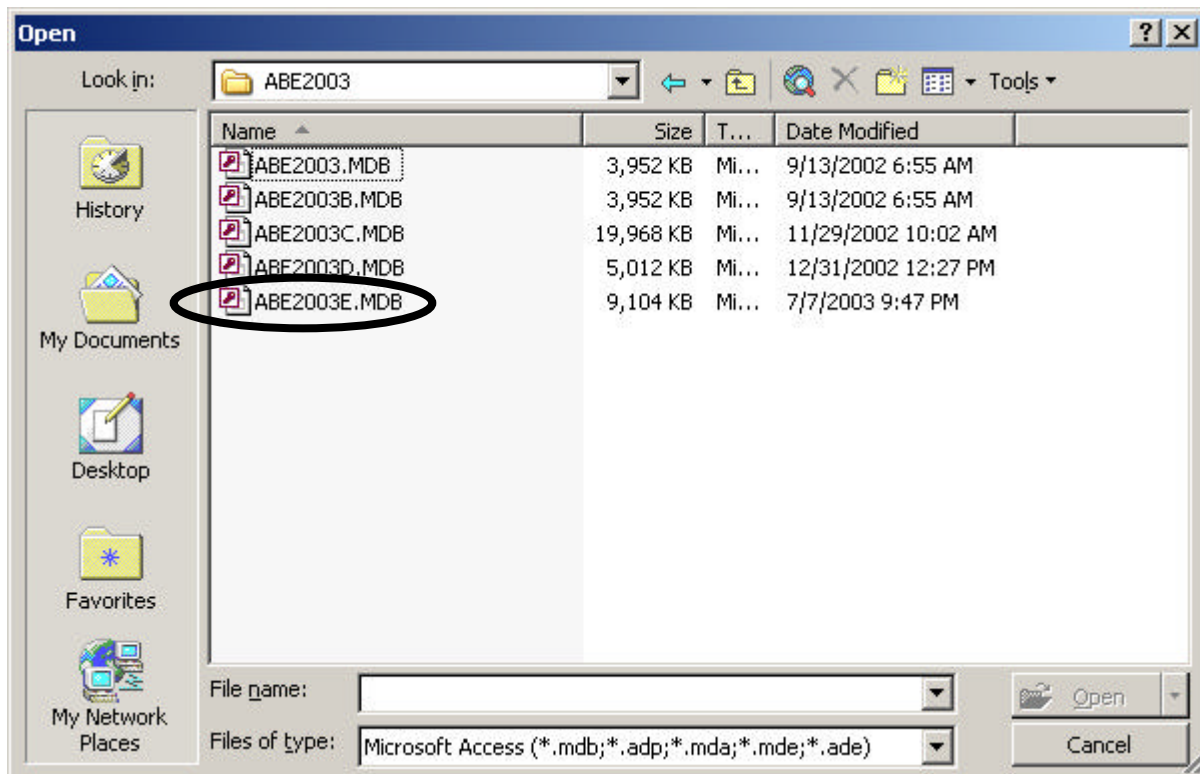
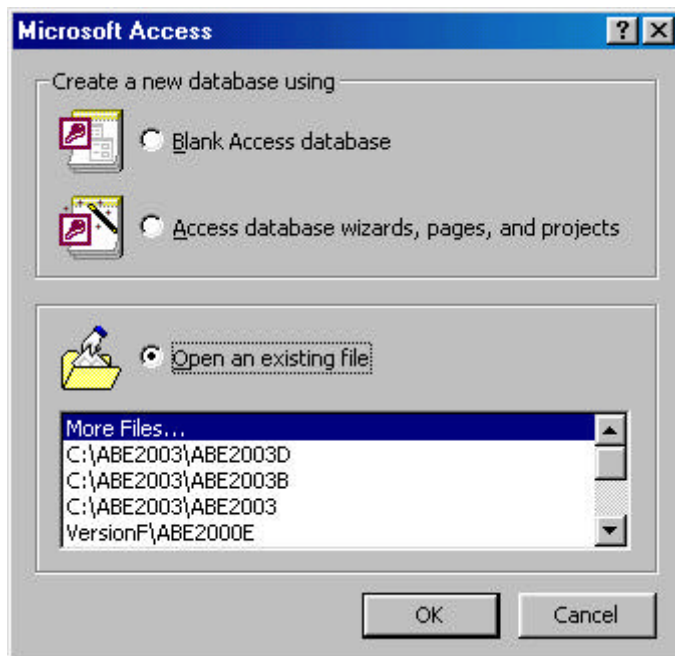
These participants should **not** have the citizenship outcome marked. Their checkmark must be **removed**.

Items Removed:

5. Main Menu – Import Data button.
6. Check Data Menu – #43 Pre-Employment Date Invalid.

ABE2003E

To open **ABE2003E** you will first need to open Access 2000. Click on **More Files** and choose **ABE2003E** from the folder (directory) where it has been stored.



Main Menu

The **Main Menu** form is set to open automatically when **ABE2003E** is opened. This menu contains a button to open the Student Enrollment Form form, buttons to preview reports before printing them, a button linking you to queries that check for missing or inconsistent data, and a button linking you to a page with lists of different types of student data.

The screenshot shows a Windows-style application window titled "ABE2003 Version E - [Main Menu : Form]". The window has a menu bar with "File", "Edit", "View", "Insert", "Format", "Records", "Tools", "Window", and "Help". Below the menu bar is a toolbar with various icons. The main area of the window has a light blue header with the text "ABE2003 Version E Main Menu". Below this header is a list of options, each preceded by a small square icon:

- ☐ Student Enrollment Form - Input Student Data
- ☐ Report Menu FY 03 - Review reports before submitting the database
- ☐ Report Menu FY 04 - Review reports before submitting the database
- ☐ Check Data Menu FY 03 - Review reports/queries to check records for accuracy before submitting the database
- ☐ Check Data Menu FY 04 - Review reports/queries to check records for accuracy before submitting the database
- ☐ List Menu FY 03 - Reports listing various student data
- ☐ List Menu FY 04 - Reports listing various student data
- ☐ Exit Access

At the bottom of the window, there is a status bar that says "Records: 14" and a scroll bar.

Student Enrollment Form

Use this form to enter ALL learners served with Adult Education funds. If the learner has less than 12 hours and no diagnostic test scores, enter the learner in the database and put an explanation in the Notes field. There is no penalty for recording learners with less than 12 hours who have incomplete data.

The first screen used to enter data is accessed by clicking the **Student Enrollment Form** button. This form contains fields for name, address, ethnic origin, gender, entry classification, etc. The button on the Student Enrollment Form marked **Tests** links you to a form containing fields for pre- and posttest scores and dates. The button **Program Goals, Categories** links you to a form containing fields for the learners program goals, employment status, categories, etc. To close any of these forms, click on the **Close Form** button. The button **Hours, Outcomes** links you to a form containing fields to enter the learner's instructional hours, leaving date (last date of instruction), reasons for leaving the program, participant outcomes, etc. collected each quarter.

To save the record at any time after the Social Security Number is entered, click on the **Save Record** button. If you are not certain the record is saved, look at the upper left portion of your screen just under the button bar. The current learner record is saved if you see a black triangle pointing to the right. If you see a pencil with 3 small dots, this record has not been saved.

For continuing learners you must update their record by entering an Entry Date for the current reporting year, a current entry classification and time of day learner attends class. Update the address, telephone numbers and emergency contact as needed.

Enter information in the fields on the Student Enrollment Form as follows:

WASHINGTON		HENRY	
Last Name		First Name	
234 MAIN ST		ANYWHERE	
KS		67123	
NANCY WHITE		(620) 123-4567	
Emergency Contact Name		Emergency Contact Phone No.	
ETHNIC ORIGIN		Gender	
<input type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> White		<input checked="" type="checkbox"/> Afternoon 03 <input checked="" type="checkbox"/> Evening 03	
<input type="checkbox"/> Afternoon 04 <input checked="" type="checkbox"/> Evening 04			
Entry Classification		FY 03 FY 04	
<input type="checkbox"/> 3. Low Inter Basic Educ (211-220) <input type="checkbox"/> 4. High Inter Basic Educ (221-235) <input checked="" type="checkbox"/> 5. Low Adult Sec Educ (236-245) <input type="checkbox"/> 6. High Adult Sec Educ (246+)		<input type="checkbox"/> 3. Low Inter Basic Educ (211-220) <input type="checkbox"/> 4. High Inter Basic Educ (221-235) <input checked="" type="checkbox"/> 5. Low Adult Sec Educ (236-245) <input type="checkbox"/> 6. High Adult Sec Educ (246+)	

1. **Entry Date FY 03, Entry Date FY 04:** Enter the date the learner entered the program for the current fiscal year (MMDDYYYY format, no forward slashes needed). This field is required in order to print correct information for selected quarterly reports.

For continuing learners you must enter an entry date for the current reporting year in addition to the date entered for the previous reporting year. An entry date is required in order to print correct information for selected quarterly reports.

2. **Age:** This field is automatically calculated based on the participant's age at entry.
3. **Name:** Enter Last Name, First Name and Middle Name or Initial. There are separate fields for each part of the name. These fields automatically appear as upper case letters.
4. **Address:** Enter street address, city, 2 character state abbreviation and ZIP code. There are separate fields for each part of the address. These fields automatically appear as upper case letters.
5. **Rural/Urban/Outlying City:** Click on the appropriate check box for rural, urban, outlying city based on the learner's address. This field defaults to Outlying City. See Appendix 1 for a definition of each category.
6. **Daytime Phone Number & Evening Phone Number:** Enter telephone numbers (no hyphens needed) if listed. The area code is required.

7. **Social Security Number:** Enter the learner's Social Security Number (no hyphens needed). *This is a required field.* The student record will not save without the SSN.

For learners without a Social Security Number create an ID number using the location code (see #12) for the first five digits followed by any four numbers. Assign numbers in numerical order and keep a list of numbers assigned. *Example: 810-01-0001.*

Important: If you have been creating ID numbers for your learners, DO NOT start over with your numbering system. Learners who continue from previous years with assigned ID numbers will need to use the same ID number in order to retain previous year's technology checklist completions and pre-employment checklist completions/gains.

8. **Date of Birth:** Enter date of birth (MMDDYYYY format, no forward slashes needed).
9. **Ethnic Origin:** Click on the check box corresponding to the learner's ethnic origin. See Appendix 1 for definitions.

American Indian or Alaskan Native
Asian

Black or African American
Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

10. **Gender:** Click on the check box corresponding to the learner's gender.
11. **Entry Classification:** *This is a required field. If it is not entered, you will not be able to save any information entered on the Program Goal, Categories form, Tests form, Entry Class form, etc.!* The Entry Classification is based on the lowest subject area the learner is studying. CASAS diagnostic pretests are used in determining the level. See Appendix 1 Section B-4 and Appendix 2.

There are separate groups of check boxes for the learner's Entry Classification for each reporting year. These same check boxes also appear on the **Test** form. You may need to scroll down to see these check boxes.

12. **Location Code:** Use your site code (3 digits) followed by any 2 digits. These two digits should correspond to a unique code for each of your learning centers or teachers. *Examples: 801-01, 801-02.*
13. **Emergency Contact and Emergency Contact Phone Number:** Enter the name and telephone number the learner has provided. These phone numbers will be used to contact learners for follow-up surveys if their telephone number is no longer valid.

Program Goal, Categories, etc.

To go to the **Program Goal, Categories** screen which contains fields for each reporting year for Program Goal and other information collected for the yearly reports, click on the **Program Goal, Categories** button on the right side of the screen. The learner's name, SSN and Location Code are automatically brought forward from the **Student Enrollment Form** screen. *If these fields do not pull forward to this form, either the **Student Enrollment Form** screen was not saved or the Entry Classification is blank and must be entered immediately otherwise no information on this **Program Goal, Categories** screen can be saved.* Click on the **Close Form** button to return to the **Student Enrollment Form** screen. To save the record at any time, click on the **Save Record** button. To exit this form click on the **Close Form** button.

ABE 2003 Version E - [Program Goal, Categories, etc.]

WASHINGTON, HENRY
SSN 423-08-8195 423-01

Program Goal, Categories, Etc.

Save Record! Close Form Print Record

FY 04 | FY 03

Employment Status 04
☒ Employed 04
☐ Unemployed, Available 04
☐ Unemployed, Not Available 04

On Public Assistance 04
☐ Yes ☒ No

Program Goal 04
☒ 1. Educational/Workplace Readiness Gain
☐ 2. Enter Employment
☐ 3. Retain or Increase Employment
☐ 4. Precieve GED or Adult High School Diploma
☐ 5. Placement in Post-secondary Education or Training
☐ 6. Achieve Citizenship Skills
☐ 7. Increase Involvement in Children's Education
☐ 8. Increase Involvement in Children's Literacy Activities

Categories 04
☐ Homeless Category
☐ Correctional Facilities Category
☐ Community Corrections Category
☐ Other Institutional Category
☐ Family Literacy Category
☐ Workplace Literacy Category

No. of Children 12 and Under: 0

Disabled:
☐ Yes ☒ No

Learning Disabled:
☐ Yes ☒ No

Highest Grade Level of Formal Education Completed: 12

Education Completed in US?
☒ Yes ☐ No

Records: 14 1 of 1 (Filtered)

Important: Click on the tab for the appropriate reporting year before entering data.

1. **Program Goal:** Click on the check box corresponding to the Program Goal indicated. **Up to three Program Goals in addition to Educational Gain, which is considered a goal for each learner, may be chosen.** Goal #1 must be chosen for each learner and is automatically checked for new learners. See Appendix 1 for details on each Goal.

1. Educational/Workplace Readiness Gain
 2. Enter Employment
 3. Retain or Improve Employment
 4. Receive GED or adult high school diploma
 5. Placement in Postsecondary Education or Training
 6. Achieve Citizenship Skills
 7. Increase Involvement in Children's Education
 8. Increase Involvement in Children's Literacy Activities
3. **Employment Status:** Check employed; unemployed, available; or unemployed, not available. See Appendix 1 for definitions of each employment status.
 4. **Public Assistance:** This field defaults to **No**. Check **Yes** if applicable. See Appendix 1 for definition.
 5. **Categories:** Learners who fit into any of the following categories may be counted in one or more categories as applicable. See Appendix 1 for definitions.
 - Homeless Category
 - Correctional Facilities Category
 - Community Corrections Category
 - Other Institutional Category
 - Family Literacy Category
 - Workplace Literacy Category
 6. **Number of Children 12 and Under:** Enter the number of children 12 years of age and under living in the learner's household. Children may include natural born to the learner, adopted, under foster care, or any children 12 years of age and under for whom the learner has responsibility for food, clothing and livelihood.
 7. **Disabled:** This field defaults to **No**. Check **Yes** if applicable. See Appendix 1 for definition.
 8. **Learning Disabled:** This is a subset of **Disabled**. If **Learning Disabled** is checked, **Disabled** must also be checked. This field defaults to **No**. See Appendix 1 B-2 for details.
 9. **Highest Grade Level of Education Completed:** Enter the number of the highest grade completed, i.e. 1 – 17. (If the learner has a graduate or professional degree, enter the number 17.)
 10. **Education Completed in the U.S.?:** Check **Yes** or **No**.

Save the record before exiting.

Tests

To go to the **Tests** screen which contains fields for all pre- and posttest scores and dates, click on the **Tests** button on the right side of the screen. The learner's name, SSN and Location Code are automatically brought forward from the **Student Enrollment Form** screen. *If these fields do not pull forward to this form, either the **Student Enrollment Form** screen was not saved or the Entry Classification is blank and must be entered otherwise no information on this **Tests** screen can be saved.* Click on the **Close Form** button to return to the **Student Enrollment Form** screen. To save the record at any time, click on the **Save Record** button. To exit this form click on the **Close Form** button.

1. **ABE/ESL Appraisal** – Fields are available for appraisal scores only, not dates. If an appraisal score is >245, and a diagnostic pretest is not administered, you **must record** the appraisal score in the appraisal field **and** in the diagnostic field (**Pre** column) along with the date of administration of the appraisal in the **Pre-Test Dates** column.
2. **ABE/ESL Diagnostic Reading, Math, Listening, Writing, Citizenship Skills and Citizenship Dictation** – Record pretest scores in the **Pre** column, pretest dates in the **Pre-Test Dates** column. Record posttest scores in the **Post** column and posttest dates in the **Post-Test Dates** column.

the **Post Test Dates** column.

3. **Special Note for Level 5 Learners:** If you are using a CASAS Secondary Level Program Assessment other than Mathematics, record the pre- and posttest scores in the ABE Diagnostic Reading fields. If you are using the Secondary Math assessment, record in the Diagnostic Math fields. **Pre- and posttesting must be in the same subject area.** Record the subject area in the **Notes** field. CASAS Secondary Level Program Assessments include:

Mathematics	Economics	American Government
United States History	English/Language Arts	World History
Biological Science	Physical Science	

4. **ABE Narrative Writing** pretest scores will have values of 0, 1, 2, 3, or 4;
ESL Narrative Writing pretest scores will have values of 0, 1, 2, or 3.
5. **Citizenship Skills Test** – Record pretest scores in the **Pre** column, pretest dates in the **Pre-Test Dates** column, posttest scores in the **Post** column and posttest dates in the **Post Test Dates** column. If learner scores 206 on the Citizenship Skills pre-test and 2 on Citizenship Dictation pretest, they have the outcome and the pre-test scores should be entered in both pre- and post fields.
6. **Citizenship Dictation Test** – Record pretest scores in the **Pre** column, pretest dates in the **Pre-Test Dates** column, posttest scores in the **Post** column and posttest dates in the **Post Test Dates** column. Citizenship Dictation scores will have values of 0, 1, 2, or 3. If learner scores 206 on the Citizenship Skills pretest and 2 on Citizenship Dictation pretest, they have the outcome and the pretest scores should be entered in both pre- and post fields.
7. **Correct Entry Classification** (yellow) – This field calculates the correct entry classification based on the lowest CASAS diagnostic score (Reading, Math, Writing or Listening). See Appendix 1 Section C.1.a for further details. An error message (red) will appear on the screen until a diagnostic test is entered.

Save the record before exiting.

Pre-Employment/Technology

The button **Pre-Employ/Technology** links to a form showing the technology skill levels the learner has completed. The Cumulative Technology Level for FY00 through FY04 appears at the top of the screen.

Technology Skill Levels

Microsoft Access - [PreEmpl/Tech Skills : Form]

File Edit View Insert Format Records Tools Window Help

NAME: HITT, HAZEL RENEE ID: 000-00-0001 123-82

Pre-Employment/Technology Skills

Save Record Close Form Print Record

Tech FY03 - FY04 Tech FY00 - FY02 Pre-Employ FY03 - FY04 Pre-Employ FY00 - FY02

Technology Skills

Technology Level FY03:

Check the technology level completed, enter the date the level was completed, and place a checkmark ONLY if the level was completed through instruction.

FY 03			FY 04		
Technology Level:	FY 03 Date Completed	FY 03 Completion through Instruction:	Technology Level:	FY 04 Date Completed	FY 04 Completion through Instruction:
Level A Complete: <input type="checkbox"/>		Level A Instruction: <input type="checkbox"/>	Level A Complete: <input type="checkbox"/>		Level A Instruction: <input type="checkbox"/>
Level B Complete: <input type="checkbox"/>		Level B Instruction: <input type="checkbox"/>	Level B Complete: <input type="checkbox"/>		Level B Instruction: <input type="checkbox"/>
Level C Complete: <input type="checkbox"/>		Level C Instruction: <input type="checkbox"/>	Level C Complete: <input type="checkbox"/>		Level C Instruction: <input type="checkbox"/>
Level D Complete: <input type="checkbox"/>		Level D Instruction: <input type="checkbox"/>	Level D Complete: <input type="checkbox"/>		Level D Instruction: <input type="checkbox"/>

1. **Level Completed:** Click the appropriate check box to record the Technology Skills level the learner has completed either before or as a result of instruction. The **Tech FY00 - FY02** tab shows the Technology Skills levels checked for FY00 – FY02 that were brought forward from **ABE2000F**. (Those check box fields cannot be altered.) If the learner had any of the levels, A – D, checked for FY00 - FY02 and he/she will be working on Technology this year, click on the **Tech FY03 - FY04** tab and check each of the levels entered previously and then check the levels completed this year.
2. **Date Completed:** Enter the date each FY04 Technology skill level was completed.
3. **Completion through Instruction:** Click the appropriate check box to indicate that the Technology Level checked was completed through instruction. If the learner demonstrated technology level mastery on a Technology Pretest Checklist, he/she did not complete a technology level through instruction. Completion through Instruction is required to document technology-specific instruction under Measure 5.2 of the *Indicators of a Quality Adult Education Program* – “the program provides technology specific instruction, including current computer applications and use of the Internet, to participants.”

Pre-Employment/Work Maturity Skills

Microsoft Access - [PreEmp/Tech Skills : Form]

File Edit View Insert Format Records Tools Window Help

HUTT, HAZEL RENEE
018.00.0001 123.02

Pre-Employment/
Technology Skills

Save Record Close Form Print Record

Tech FY 03 - FY 04 Tech FY 00 - FY 02 Pre-Employ FY 03 - FY 04 Pre-Employ FY 00 - FY 02

Checklists for Pre-Employment/Work Maturity Skills Mastered:

Cumulative Pre-Employment Checklists Mastered FY 00 - FY 02: 1

Place a checkmark beside each of the checklists mastered, enter the date mastered, and place a checkmark ONLY if the checklist was mastered through instruction.

FY 03		FY 03 Date Completed	FY 03 Completion through instruction:	FY 04		FY 04 Date Completed	FY 04 Completion through instruction:
Pre-Emp/Work Mat B	<input checked="" type="checkbox"/>	8/25/02	Checklist B Instruction <input checked="" type="checkbox"/>	Pre-Emp/Work Mat B	<input type="checkbox"/>		Checklist B Instruction <input type="checkbox"/>
Pre-Emp/Work Mat C	<input type="checkbox"/>		Checklist C Instruction <input type="checkbox"/>	Pre-Emp/Work Mat C	<input type="checkbox"/>		Checklist C Instruction <input type="checkbox"/>
Pre-Emp/Work Mat D	<input type="checkbox"/>		Checklist D Instruction <input type="checkbox"/>	Pre-Emp/Work Mat D	<input type="checkbox"/>		Checklist D Instruction <input type="checkbox"/>
Pre-Emp/Work Mat E	<input type="checkbox"/>		Checklist E Instruction <input type="checkbox"/>	Pre-Emp/Work Mat E	<input type="checkbox"/>		Checklist E Instruction <input type="checkbox"/>

1. **Checklist Completed:** Click the appropriate check box to record the Pre-Employment/Work Maturity Skills checklists the learner has mastered either before or as a result of instruction.

The **Pre-Employ FY00 - FY02** tab shows the number of Pre-Employment/Work Maturity Skills checklists mastered for FY00 – FY02 that were brought forward from **ABE2000F**. (That number field cannot be altered.) Click the appropriate check box(es) to record the Pre-Employment/Work Maturity Skills checklists the learner mastered during FY00 – FY02. Checklists A and F are no longer included in the calculation for number of checklists mastered for FY03 or FY04.

2. **Date Completed:** Enter the date each Pre-Employment/Work Maturity Skills checklist was mastered during the current FY. Dates earlier than July 1, 2002 cannot be entered.
3. **Completion through Instruction:** Click the appropriate check box to indicate that the Pre-Employment/Work Maturity Skills checklist was completed through instruction. If the learner demonstrated mastery on a Pre-Employment/Work Maturity Skills Pretest Checklist, he/she did not complete the pre-employment checklist through instruction. Completion through Instruction is required to demonstrate Outcome 1. Educational/Workplace Readiness Gain.

The screenshot displays the 'Pre-Employment/Technology Skills' screen. At the top, there are tabs for 'Technology 03-04', 'Technology 00-02', 'Pre-Emp/Work Mat 03-04', and 'Pre-Emp/Work Mat 00-02'. The 'Pre-Emp/Work Mat 03-04' tab is selected. Below the tabs, there is a section titled 'Checklists for Pre-Employment/Work Maturity Skills Mastered:'. Under this section, there is a field for 'Cumulative Pre-Employment Checklists Mastered 00-04:' with the value '6'. Below this field, there is a note: 'Place a checkmark beside each of the checklists mastered.' The main area of the screen is divided into three columns: 'FY00', 'FY01', and 'FY02'. Each column contains a list of skills and their mastery status for that period. The skills listed are: 'A Marked for FY 00:', 'Pre-Emp/Work Mat A', 'Pre-Emp/Work Mat B', 'Pre-Emp/Work Mat C', 'Pre-Emp/Work Mat D', 'Pre-Emp/Work Mat E', 'Pre-Emp/Work Mat F', and 'Pre-Emp/Work Mat G'. The mastery status is indicated by a checkmark in a box next to the skill name. For example, 'Pre-Emp/Work Mat A' has a checkmark in the FY00 column, while 'Pre-Emp/Work Mat G' has a checkmark in the FY01 column.

FY00	FY01	FY02
A Marked for FY 00:	A Marked for FY 01:	A Marked for FY 02:
Pre-Emp/Work Mat A	Pre-Emp/Work Mat A	Pre-Emp/Work Mat A
Pre-Emp/Work Mat B	Pre-Emp/Work Mat B	Pre-Emp/Work Mat B
Pre-Emp/Work Mat C	Pre-Emp/Work Mat C	Pre-Emp/Work Mat C
Pre-Emp/Work Mat D	Pre-Emp/Work Mat D	Pre-Emp/Work Mat D
Pre-Emp/Work Mat E	Pre-Emp/Work Mat E	Pre-Emp/Work Mat E
Pre-Emp/Work Mat F	Pre-Emp/Work Mat F	Pre-Emp/Work Mat F
Pre-Emp/Work Mat G	Pre-Emp/Work Mat G	Pre-Emp/Work Mat G

Pre-Employment/Work Maturity Skills Mastered: This is a cumulative field. If the learner had 3 checklists mastered last year and masters 1 more this year, he/she will get credit for 4 on the Educational Gains report. It will be necessary to go back to FY00, FY01 and FY02 to place a checkmark for each of the Pre-Employment Checklists the learner mastered. The Educational Gains query will count the checkmarks rather than the numbers that were entered in previous years. (The number of fields for previous years cannot be altered.) Checklists A and F are no longer included in the calculation for number of checklists mastered for FY03 or FY 04.

Save the record before exiting.

Hours, Outcomes

This form contains fields for each reporting year for learner instructional hours each quarter, outcomes and last date of instruction. Click on the **Hours, Outcomes** button on **Student Enrollment Form** to go to this form.

1. **1st, 2nd, 3rd, & 4th Quarter Classes & Hours:** These boxes contain space to enter up to 4 classes (i.e., Class 1, Class 2, etc.) that a learner may have attended during each quarter and his/her hours (i.e., Hours 1, Hours 2, etc.) as reported from as many as 4 separate classes. If you wish, use the same 5-character code as Location Code for Class 1, Class 2, etc. If you do not collect class data, the class boxes may be left blank. 1st Qtr Hrs, 2nd Qtr Hrs, 3rd Qtr Hrs, 4th Qtr Hrs and TOTAL HOURS each contain formulas to automatically calculate total hours for the quarter and the year.
2. **Reasons for Leaving Program:** Check the appropriate reason for leaving for learners who have left the program.
 1. Goal met
 2. Illness/Incapacity
 3. Lack of Dependent Child Care Resources
 4. Lack of Transportation Resources
 5. Family Problems
 6. Time and/or Location of Services not
 7. Lack of Interest, Instruction not helpful to participant
 8. Moved
 9. Conflict With Employment
 10. Other Known Reasons (specify):
 11. Cannot Locate or Contact

Feasible

4. **Last Date of Instruction:** Enter the last date the learner attended the program.

5. Click on the **FY 04 Outcomes** tab. Check the appropriate Participant Outcomes. **The learner can have up to 3 outcomes in addition to Educational Gain.** The Program Goals have been repeated here for reference only. They cannot be changed on this screen.
1. Made Educational/Workplace Readiness Gain
 2. Entered Employment
Date Obtained Employment: The date the learner was employed.
 3. Retained or Improved Employment
 4. Received GED or Adult High School Diploma
Date GED test taken: Enter the date the GED test was taken even though confirmation of success was received at a later date.
Received GED and Received Adult HS Diploma: Check the type of diploma received.
 5. Placed in Postsecondary Education or Training
 6. Achieved Citizenship Skills
 7. Increased Involvement in Children's Education
 8. Increased Involvement in Children's Literacy Activities
6. **Unintended Outcomes:** The following outcomes are provided for learners who achieved the outcome in the current reporting year but *did not have the outcome as a declared goal*.
1. Unintended Entered Employment
Date Obtained Employment: Enter the date the learner was employed.

2. Unintended Retained or Improved Employment
3. Unintended Received GED or Adult High School Diploma
Date GED test taken: Enter the date the GED test was taken even though confirmation of success was received at a later date.
Received GED and Received Adult HS Diploma: Check the type of diploma received.
4. Unintended Placed in Postsecondary Education or Training
5. Unintended Achieved Citizenship Skills
6. Unintended Increased Involvement in Children's Education
7. Unintended Increased Involvement in Children's Literacy Activities

Save the record before exiting.

Undo

Many of the dates on these forms contain an input mask requiring a certain range of dates be entered. It is not possible to delete these dates if incorrect once the form has been saved. Also included are Entry Classification, Entry Date, Last Date of Instruction and Reason for Leaving. Click on the **Undo** button to open this form.

NUTT, HAZEL RENEE
SSN 000-00-0001 123-02

Undo Incorrect Data **Save Record** **Close Form**

Field	FY 03	FY 04
Entry Classification	4	0
Entry Date	7/1/02	
Last Date Instruction		
Reason for Leaving		
Employment Status	1	
CASAS Diagnostic Pre-Test Dates		
ABE Diag. Reading		
ABE Diag. Math		
ABE Writing		
ESL Diag. Reading		
ESL Diag. Listening		
ESL Writing		
Citizenship		
CASAS Diagnostic Post-Test Dates		
ABE Diag. Reading		
ABE Diag. Math		

0. Increased involvement in Children's Literacy

0. Increased involvement in Children's Literacy

0. Increased involvement in Children's Literacy

0. Increased involvement in Children's Literacy

0. Increased involvement in Children's Literacy

0. Increased involvement in Children's Literacy

1. Click on the field that needs to be deleted. You may either highlight the data and press the delete key or use the **backspace** key.

Save the record before exiting.

Form Navigation

1. Move from field to field in forms by using the **TAB** or **Enter** keys.
2. To save a student record either after the Social Security Number is entered:
 - a. use the **Save Record** button on each form or
 - b. press **Shift+Enter** (while holding down the **Shift** key on your keyboard, press the **Enter** key and then release both keys) or
 - c. from the pull-down menu choose **Records, Save Record**

If you are not certain the record is saved, look at the upper left portion of your screen just under the button bar. The current student record is saved if you see a black triangle pointing to the right. If you see a pencil with 3 small dots, this record has not been saved.

3. To add a new student record either:
 - a. use the **Add Record** button or
 - b. click on the **Add New Record** icon at the bottom of the screen or
 - c. from the pull-down menu choose **Insert, New Record**



4. To move to the previous record click on the **Previous Record** icon at the bottom of the screen.



5. To move to the next record click on the **Next Record** icon at the bottom of the screen.



Entering a Learner with No Test Scores

Per the ABE2003 manual “Enter all persons served with Adult Education and Family Literacy (AEFLA) funding into the ABE2003 database even if they have only minimal instructional time and no test scores. There is no penalty for entering people with incomplete data if they have less than 12 hours of attendance.” The database requires a Entry Classification for each learner in order to connect the **Student Enrollment Form** to its underlying forms. For a student who has no diagnostic test scores that can be used for leveling, you will:

1. Enter all data on the **Student Enrollment Form**, temporarily enter a level of 1 and save the record.
2. Go to the **Program Goal, Categories** screen, enter all information and save the record. Exit this form.
3. Go to the **Undo** form and remove the **Entry Classification**. Save the record and exit.

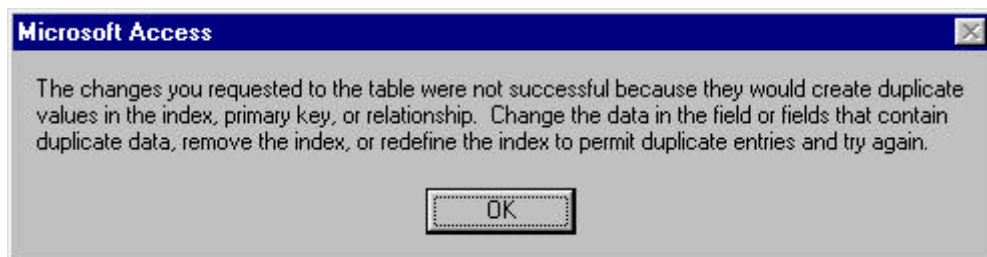
You need to enter the Entry Classification as soon as you have diagnostic test scores for the learner.

Error Message Asking You to Save

If you receive an error message saying that another user has changed the record you are working on, **DO NOT SAVE**. You need to click cancel to get out of this dialog box. Saving the record will result in a corrupted record which can be recognized by strange symbols in each field instead of letters and numbers.

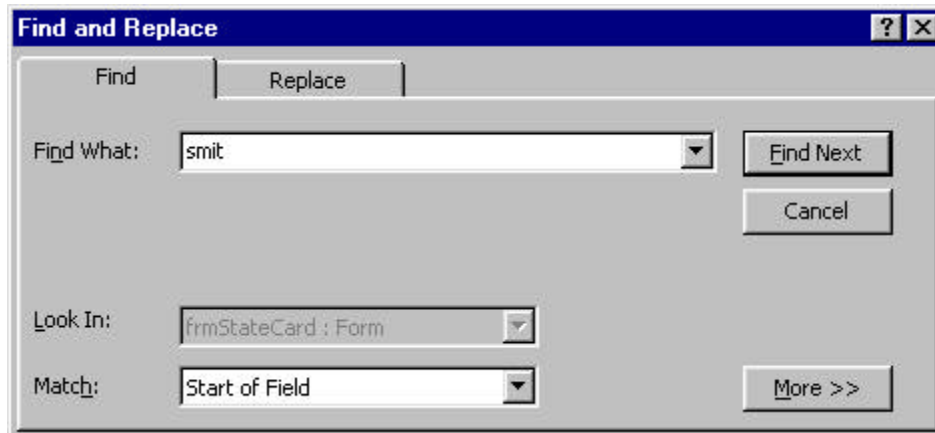
Duplicate Value Message

If you are adding a new student record and you get the following message, this indicates that there is already a record for this person in the database. Click **OK** and then search for their name or SSN.



Finding Records by Name

Place your cursor in the last name or first name field and click the **Find Record** button. Type the name and click **Find Next** or **Enter**. If you only type the first few letters of the person's name, be certain that **Match** is set to **Start of Field**.



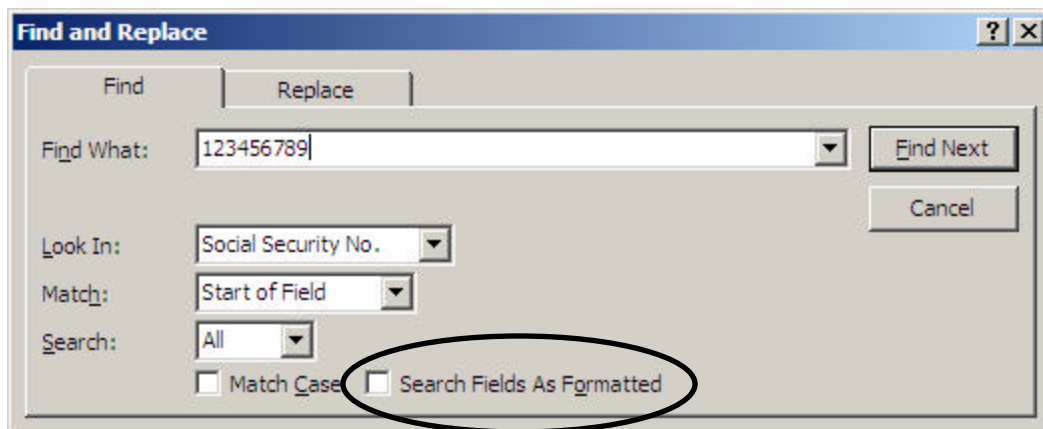
Finding Records by Social Security Number

Access 2000 Users

To search on a social security number click on the SSN field and type the SSN without hyphens and click **Find Next** or **Enter**. If you only type the first few numbers of the person's SSN, be certain that **Match** is set to **Start of Field**.

Access 2002 Users

The search function searches for the hyphens in the Social Security number field even though you do not enter them. In order for Access 2002 to find an SSN without typing the hyphens, *uncheck Search Fields As Formatted* before clicking on **Find Next** and you will not have to enter the hyphens when searching.



Replacing a Created ID Number with the Learner's Social Security Number

If the learner's SSN is collected after an ID number was created, you must replace it carefully.

1. Go to the **Student Enrollment Form** screen.
2. Click in the Social Security No. field, type in the correct number and click **Save Record**.

Deleting Student Records

1. Go to the **Student Enrollment Form**.
2. Find the record that needs to be deleted.
3. From the pull-down menu, choose **Edit, Delete Record** or click on the **Delete Record** icon from your icon bar (circled below.)



4. A dialog box with the message: **You are about to delete 1 record(s). If you click Yes, you won't be able to undo this Delete operation. Are your sure you want to delete these records?** Click on **Yes** and the record will be permanently deleted.



Data Backup

It is extremely important to regularly back up your database. You can backup your database using a ZIP drive, read/write CD drive, CD burner, or compress it onto a floppy disk with WinZip. WinZip can be downloaded from the web.

Label the disk **ABE2003E BACKUP** and record the date each time you back it up. It's good practice to make more than one backup disk in case of disk corruption after a lot of usage. You could use one set of disks for even numbered days and another set for odd numbered days.

Compacting ABE2003E

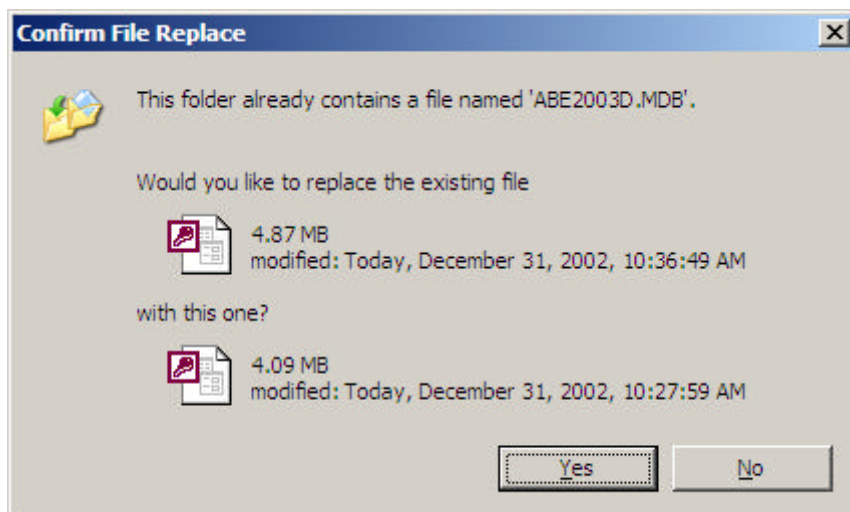
Compacting a database decreases the size of the database and allows it to run more efficiently. You should compact your database periodically but only compact it when it is stored on your hard drive. Errors can occur when a database is compacted on a network drive.

The database should not be compressed on a network drive. If your database is on a network drive, first copy it to your hard drive and then follow the steps below.

If your database is on your hard drive, only follow steps **6** and **7**.

1. Using Windows Explorer or My Computer, locate the network folder where you have stored **ABE2003E**.
2. Highlight **ABE2003E** by clicking on it.
3. To copy the database file: from your drop-down menu, click on **Edit, Copy**.
4. Locate the folder on your hard drive where you will copy your database. This can be the c:\ drive, c:\My Documents, Desktop, or whatever you choose.
5. To paste the database file: from your drop-down menu, click on **Edit, Paste**.
6. Open Access, click on **More Files**, locate **ABE2003E** on your hard drive and open the file.
7. From you drop-down menu, choose **Tools, Database Utilities, Compact and Repair Database**. Your screen will turn gray and in a few moments you will see in the lower left the word **Compacting** and little blue squares scrolling from left to right. When the database is compacted, the **Main Menu** will return to your screen. It will take a couple of minutes to compact and then it will be smaller.

8. Close the database.
9. To copy the database file back to your network drive, go back to Windows Explorer, locate the database in the hard drive folder where you pasted it prior to compacting.
10. Highlight **ABE2003E** by clicking on it.
11. To copy the database file: from your drop-down menu, click on **Edit, Copy**.
12. Locate the network folder where you have stored **ABE2003E**.
13. To paste the database file: from your drop-down menu, click on **Edit, Paste**.
14. You will probably receive a message like this one asking you if you want to replace the larger file with a smaller one you have just compressed. Click **Yes**.



Instructions for Checking Query: “GED Outcomes of Participants”

This query includes participant names, SSNs, quarterly hours, GED goal status, GED outcomes (intended and unintended), and date GED was passed. The purpose of checking the query is to make sure each person with a GED goal or outcome is counted accurately. The query may be checked by sorting columns and comparing the results, or by going into “design view” and limiting the particular field(s) you want.

Please remember: if you change this or any other query while checking information, **don’t save the query under this filename**, as it will make using the query for statewide data analysis difficult and potentially damage other reports. Nancy recommends that **if you want to save a revision to a query, go to “File” and “Save As”** and then call it a different name. To avoid losing the revised query in the queries list, put **your initials or the name of your school/college/agency at the beginning** of the filename for the revised query.

The first group of fields is: last name, first name, SSN, hours for first quarter, hours for second quarter, hours for third quarter, and hours for fourth quarter. The next group of fields generally begins with “04” for FY 04 and includes:

- ✓ “04 Out GED” (does the person have an intended GED outcome? –1=Yes),
- ✓ “04 GED Date” (what is the date of the intended GED?),
- ✓ “04 Un GED” (does the person have an unintended GED outcome? –1=Yes),
- ✓ “04 Un GED Date” (what is the date of the intended GED?), and
- ✓ “GED” (did the person choose “Receive GED” as a stated goal? –1=Yes).

For each of these fields (except the 2 date fields), if you see a “0”, that means a goal or outcome or status was clicked and then later unclicked. If you are certain that it should remain unclicked, then a “0” may be ignored. If the field should have been clicked, then make a note of the person’s name and go back to the original “student enrollment card” to add in whatever was missing.

The fields need to be sorted to check that outcomes are intended (if the goal was stated) OR unintended (if the goal was not stated), and that any dates entered match the correct type of outcome (i.e., intended GED outcomes get intended GED dates and unintended outcomes get unintended GED dates).

First, go to the “04 Out GED” field, put your cursor in the field, click once, and then click on the Z→ A sort button. All rows with “-1” in this field should have a date in the “04 GED Date” next to it (immediately to the right) AND the “04 GED” field (last column) should also have a “-1.” If the “04 GED Date” field is empty, then you need to go back to the Student Enrollment Form and enter a date. If you don’t know the date when the GED was taken, enter the first date of the month the participant took the GED test.

Likewise, if the “04 GED” field on the far right is empty, check your paper records to see if the participant ever stated having a goal of “Receive GED.” If he/she did, then add the goal to his/her record. If he/she didn’t, then the GED outcome and the date taken need to be moved to the

unintended section on the outcomes tab. If the “04 Out GED” field has a “0” in it, check paper records to see that the participant didn’t get a GED. If he/she did get one, then add the outcome. If he/she didn’t, then remove the date passed (it’s okay to leave the goal “as is”).

Next go to the “04 Un GED” field, put your cursor in the field, click once, and then click on the Z→ A sort button. All rows with “-1” in this field should have a date in the “04 Un GED Date” next to it (immediately to the right) AND the “04 GED” field (last column) should be blank or have a “0.” If the “04 Un GED Date” field is empty, then you need to go back to the Student Enrollment Form and enter a date. If you don’t know the date when the GED test was taken, enter the first date of the month the participant took the GED test.

Likewise, if the “04 GED” field on the far right has a “-1”, check your paper records to see if the participant ever stated having a goal of “Receive GED.” If he/she did, then the GED outcome and the date passed need to be moved to the intended section on the outcomes tab. If the “04 Un GED” field has a “0” in it, check paper records to see that the participant didn’t get a GED. If he/she did get one, then add the outcome. If he/she didn’t, then remove the date passed (it’s okay to leave the goal “as is”).

Finally, sort the last column (“04 GED”) Z→ A – these are the participants with the goal of “Receive GED.” If they do not have an outcome (i.e., if “04 Out GED” is blank or “0”), then check with teaching staff or counselors and ask that they follow up to determine whether the participant may have taken the GED.

For small and medium-sized programs, the entire query may be sorted and printed out on 2-3 pages. It is advisable to first check the print preview and adjust the margins in “file”, “page setup” before printing, so that all the columns print out together. For large programs, it may be more feasible to limit the query in design view before printing. If you need technical assistance on designing and limiting queries, please contact Nancy White at abe2003nancy@yahoo.com.

Do not save this query under this file name.

Instructions for Checking Query: “Complete, Remaining”

This query includes participant names, educational gain status by level, and whether the participant had the “made educational gain” outcome clicked. The purpose of checking the query is to make sure each person with an educational gain outcome is counted accurately and that learners not making educational gain are not given the outcome inadvertently. The query may be checked by sorting columns and comparing the results, or by going into “design view” and limiting the particular field(s) you want.

Please remember: if you change this or any other query while checking information, **don’t save the query under this filename**, as it will make using the query for statewide data analysis difficult and potentially damage other reports. Nancy recommends that **if you want to save a revision to a query, go to “File” and “Save As”** and then call it a different name. To avoid losing the revised query in the queries list, put **your initials or the name of your school/college/agency at the beginning** of the filename for the revised query.

The first group of fields is: last name, first name, and middle name. Following the names is each participant’s level and educational gain status. Field “1” includes all the participants in level 1 and whether they completed or are remaining. Field “2” does the same for all participants in level 2, and so on through level 11. The final field (last column) is “04 Out Ed Gain,” which indicates with a “-1” if the participant has “made educational gain” clicked on their record. For the “04 Out Ed Gain” field, if you see a “0”, that means a goal or outcome or status was clicked and then later unclicked. If you are certain that it should remain unclicked, then a “0” may be ignored. If the field should have been clicked, then make a note of the learner’s name and go back to the original “student enrollment card” to add in whatever was missing.

The fields need to be sorted to check that outcomes are correct, as only completers receive the educational gain outcome. First, put your cursor in the “04 Out Ed Gain” field (last column), click once, and then sort Z→ A. Look at all the rows across to the left of this sorted field. A “-1” should be matched with the word “complete.” For example, if the person was in Level 1, it would state “Level 1 Complete”; in Level 6, it would state “Level 6 Complete.” If you see the word “remaining” in any of the fields 1 through 11 in the same row as “-1” for “04 Out Ed Gain,” then note the participant’s name and unclick the “made educational gain” outcome on the outcomes tab of the original record.

Next look at the “0” or blank rows in the “04 Out Ed Gain” field. To the left of these rows, you should see the word “remaining” in each level. This time if you see the word “complete,” note the participant’s name and go back to the individual record and click on “made educational gain” outcome on the outcomes tab.

For small and medium-sized programs, the entire query may be sorted and printed out on 2-3 pages. It is advisable to first check the print preview and adjust the margins in “file”, “page setup” before printing, so that all the columns print out together. For large programs, it may be

more feasible to limit the query in design view before printing. If you need technical assistance on designing and limiting queries, please contact Nancy White at abe2003nancy@yahoo.com.

Creating Queries

From the main database menu, choose the **Queries** tab and click on **New** at the far right. Choose **Design View**, and then click on the queries that have the fields you would like to include in your query. Then click on **Close**. Double click on the name of the field you want to add and it will automatically appear in the fields row. Once you have added all the fields you need, save the query with a name you will easily remember. It is advisable to begin the name of your query with your initials as there are many queries already built for this database. Consult the help files for additional information concerning queries.

Participants 04 is a good query to base a new query on as it already delimits only learner's with 12 hours or more and contains a calculation for total instructional hours. If you need to see all learners, use **All Learners 04** as the base query as it also contains a calculation for total instructional hours. The table **Enrollment Statistics Form** collects the instructional hours but it is not possible for a table to perform the necessary calculation for adding the hours.

Note: The append and update queries that you see in this list should not be used as they are part of the form that was used to import and append data from the previous database version and they should not be run a second time.

Creating Reports

From the main database menu, choose the **Reports** tab and click on **New** at the far right. Choose **Design View**, and then click on the query you have created to print data in a neat report form. This allows you to change fonts, change paper orientation, etc. to make a more readable form. If you wish you may choose a Report Wizard to do the work for you of placing fields on the page. It is advisable to begin the name of your report query with your initials as there are many queries already built for this database. Consult the help files for additional information concerning creating reports.

Creating an Automated Button

Use the instructions below to create a new button called **TESTS** which opens the form where test scores are recorded.

1. Open the form where a new button needs to be created, i.e. frmStateCard.
2. Go to the Design View by one of the following methods:
 - a. from the drop down menu either **View, Design View** or
 - b. on the toolbar click on the **View** icon at the far left that shows a pencil, ruler and

compass. Click on the black triangle and choose **Design View**.

3. Delete the button that is not working by clicking on it with your cursor until you see red squares on the corners and either:
 - a. from the drop down menu choose **Edit, Cut** or
 - b. press the **Delete** button on the keyboard.
4. Activate the Toolbox toolbar by:
 - a. from the drop down menu choose **View, Toolbox** or
 - b. click on the icon that has a crossed hammer and wrench.
5. From the Toolbox toolbar click on the **Command Button**. It's in the middle and looks like a raised button. Hold your cursor over any of the icons on any toolbar and a tiny message box will appear that tells you the name of the icon. Click on the **Command Button** icon and as you move your mouse away from the Toolbox your cursor becomes a plus sign with a box to the right. Move your cursor to the spot where you want the button to appear and click and drag the mouse to create a small rectangle. Don't worry about making it exactly the right size at this point. You will resize it when you're finished creating the button.
6. A message box will appear that says **Command Button Wizard** at the top left. From the Categories list choose **Form Operations**. From the Actions list choose **Open Form**. Click on the button at the bottom of the message box that reads **Next>**.
7. From the list of forms choose **frmTests**. Click **Next>**.
8. Choose the first option: **Open the form and find specific data to display**. Click **Next>**.
9. From **frmStateCard** scroll down and choose **Social Security Number**. From **frmTests** choose **Social Security Number**. Click on the <-> button to join the two fields from each form. Click **Next>**.
10. Choose **Text** and delete the text **Open Form** and type **Tests**. Click **Next>**.
11. You may rename the button if you wish to something like **Open Tests** or you can leave it as is. Click **Finish>**.
12. Change the font on your button by choosing the font icon just below the toolbar with the save and print icon. The font icon may say **System** or some other font name and to the right there is a black triangle pointing down. Click on the triangle and scroll down to **Small Fonts** and click on the font name to choose it.
13. To the right of the Font icon is the Font Size icon. Click on its triangle and choose **7**.

14. Resize your button by placing your cursor on the lower right corner until it becomes a double-headed arrow. Click and drag the button to the size you want.
15. Save your changes by one of the following methods:
 - a. from the pull-down menu choose File, Save or
 - b. on the toolbar click on the **Save** icon at the far left that looks like a floppy disk or
 - c. press **Ctrl+S** (while holding down the **Ctrl** key on your keyboard, press the **S** key and then release both keys).
16. To return to the **Form View** either:
 - a. from the drop down menu either **V**iew, **F**orm **V**iew or
 - b. on the toolbar click on the **View** icon at the far left that shows a pencil, ruler and compass. Click on the black triangle and choose **Form View**.

To create other buttons use the information listed below.

Command Button Wizard				
Button to Create	Categories List	Actions List	Form to Choose	Join
Tests	Form Operations	Open Form	frmTests	Social Security Number
Hours and Outcomes	Form Operations	Open Form	frmHours	Social Security Number
Back of Card	Form Operations	Open Form	frmBack of Card	Social Security Number
Save Record*	Record Operations	Save Record	NA	NA
Add Record	Record Operations	Add New Record	NA	NA
Close Form	Form Operations	Close Form	NA	NA
<	Record Navigation	Go to Previous Record	NA	NA
>	Record Navigation	Go to Next Record	NA	NA

Reports

See Appendix D.6 and D.8.

1. To find the reports click on the **Report Menu FY 04** button and click on the button for the appropriate reporting year.
2. Before running your reports check the data on student records. From the **Main Menu** form click on each of the buttons listed under **Check Data Menu**. Most queries check for a null value. You will see the learner's name and the missing or incorrect data. The screen can be printed and then once the information is located, the data can be entered on the learner's record on the appropriate screen. Close the query to return to the **Menu**.
3. To preview your reports, click on the button of the report you wish to see. The reports can then be printed from the preview screen. Close the report to return to the **FY 04 Report Menu**.

APPENDICES

APPENDIX 1:

Definitions of Terms Definitions for Data Collection

Definitions of Terms

Adult Education	<p>Services or instruction below the post-secondary level for individuals -</p> <ol style="list-style-type: none"> (1) who have attained 16 years of age; (2) who are not enrolled or required to be enrolled in secondary school under state law; and (3) who - <ol style="list-style-type: none"> (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read or write the English language.
Educational Service Agency	A regional public multi-service agency authorized by state statute to develop and manage a service or program, and to provide the service or program to a local educational agency.
Eligible Agency	The sole entity or agency in a state responsible for administering or supervising policy for adult education and literacy in the state consistent with the law of the state.
Eligible Provider	<p>The term “eligible provider” means -</p> <ol style="list-style-type: none"> (a) a local educational agency; (b) a community-based organization of demonstrated effectiveness; (c) a volunteer literacy organization of demonstrated effectiveness; (d) an institution of higher education; (e) a public or private nonprofit agency; (f) a library; (g) a public housing authority; (h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide literacy services to adults and families; and (i) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h).
English Literacy Program	A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.
Family Literacy Services	<p>Services that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:</p> <ol style="list-style-type: none"> (a) Interactive literacy activities between parents and their children. (b) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) Parent literacy training that leads to economic self-sufficiency. (d) An age-appropriate education to prepare children for success in school and life experiences.
Individual with a Disability	An individual with any disability (as defined in section 3 of the 1990 Americans with Disabilities Act).
Individual with Limited English	An adult or out-of-school youth who has limited ability in

Proficiency	speaking, reading, writing, or understanding the English language, and - (a) whose native language is a language other than English; or (b) who lives in a family or community environment where a language other than English is the dominant language.
Institution of Higher Education	The term has the meaning given in Section 1201 of the Higher Education Act of 1965.
Literacy	An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
Local Educational Agency	The term has the meaning given in Section 14101 of the Elementary and Secondary Education Act of 1965.
Post-secondary Educational Institution	The terms means - (a) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (b) a tribally controlled community college; or (c) a nonprofit educational institution offering certificate or apprenticeship programs at the post-secondary level.
Instruction in a Real-life Context	Instruction delivered using actual materials, resources or locations within the adult learners' communities that are relevant to the learners' roles as workers, family members and community members.
Secretary	The Secretary of Education
Sufficient Intensity and Duration	Services are available so each learner can receive appropriate assistance to complete his/her program as designated in the <i>Indicators of A Quality Adult Education Program</i> . Services can include tutoring, computer-aided instruction, small and large group instruction, counseling, assessment, job readiness, and other approved activities.
Well-Trained Instructors, Administrators, and Counselors	Instructors, administrators and counselors who have the appropriate professional training and certification and who have Kansas Adult Education Association credentials.
Workplace Literacy Services	Literacy services that are offered for the purpose of employment readiness and improving the productivity of the workforce through the improvement of literacy skills.

Definitions for Data Collection

All funded AEFLA programs are responsible for understanding and following definitions for use of ABE2003 as presented below.

Definitions are indexed at the end of section D for quick reference.

ABE2003 software and one-on-one technical assistance for its use is available free of charge to funded AEFLA programs. **Non-funded programs and potential applicants** wishing to use the software must first participate in ABE2003 training **(at participant expense) prior to first use or receipt of updates.** Non-funded programs are responsible for contracting for any technical assistance or customization of ABE2003.

A. PARTICIPANT INFORMATION:

On entry learners need to be informed that by enrolling in the adult education program, they agree to release only their individual identification number (SSN) for outcome verification through a state agency, such as KDHR, SRS or KBOR and to **participate in brief follow-up telephone surveys** after they exit the program. Their enrollment in an adult education program is evidence that the learner agrees to these follow-up procedures. The brief follow-up surveys will ask questions about how adult education classes have affected them, their families, and their jobs. The information will be used to make adult education programs better and more useful to learners, and all responses will be kept confidential.

Learners also need to be informed early in the orientation process that assessment is a critical component of the adult education program. The assessments are used to inform learners about their educational levels at program entry and about their progress during participation. The assessments also provide the instructional staff with information necessary for appropriate instructional planning and counseling. Finally, the assessments provide the program with critical information necessary for monitoring program effectiveness and meeting state and federal reporting requirements.

B. DEMOGRAPHIC INFORMATION:

1. Age: A learner's age is defined as his or her day, month, and year of birth subtracted from the date of entry. Learners must have reached or passed their 16th birthday in order to participate in adult education program activities.

2. Disability: A learner with a disability is defined as a learner who has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. Adults with learning disabilities may be included as a subset of adults with disabilities only if they have documentation as defined below.

Learning Disability: A learner with a learning disability is defined as having an IQ in at least the low-average range (70 or higher) who has deficits (related to neurological impairments) in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous educational efforts. Program staff should make a notation in the learner's folder that they have seen documentation of a learning disability and the type of disability, but the documentation itself should not be kept in the folder.

3. Employment: Employment status is determined when the adult enters the program for the year (i.e., employment status as of initial entry date). If a learner becomes employed during the fiscal year, do not change his/her employment status from "unemployed" to "employed" until after June 30. However, if a learner's entry employment status is "unemployed, not available" and he/she reveals at a later date that he/she is seeking employment, his/her employment status should be changed to "unemployed, available."

Employed means learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working but who have jobs or businesses from which they are *temporarily* absent.

Unemployed, Available means learners who are not working, but are seeking employment, have made specific efforts to find a job, and are available for work.

Unemployed, Not Available means learners who are not employed and are not seeking employment. This group of learners includes homemakers, retirees, independently wealthy, or those who are unable to work.

4. Entry Classification: The level of a learner when entering the program for the **current** fiscal year is his/her entry classification. (See Appendix 2 for definitions of levels.) If a learner leaves the program and returns within the same fiscal year, CASAS diagnostic pretests scores are valid for 6 months, and the learner doesn't need to be retested until posttesting is appropriate. If the most recent CASAS diagnostic scores are more than 6 months old, then the learner does need to take new diagnostic tests. However this diagnostic testing is to inform instruction. The original entry level recorded for the fiscal year does not change.

If a learner leaves the program in one fiscal year and returns to the program in the next fiscal year but the return is within 90 days of the last diagnostic assessment, the learner should be leveled based on the most recent diagnostic testing. If the learner returns after 90 days since the last diagnostic assessment, the learner must be retested and placed into the appropriate level determined by the most recent diagnostic testing (according to definitions in Appendix 2).

Also see further information on entry classification in Outcome 1 below. Entry classification levels must be based on **CASAS diagnostic pretests and verified against levels recommended by ABE2003 software**. Discrepancies must either be corrected or the reason for overriding the recommendation documented in the Notes section of the software. While there are valid reasons for overriding an entry classification level recommended by the software, the NRS requirement that "the learner must be leveled in the lowest subject area the learner is studying" still applies.

5. Ethnic Origin: The determination of a learner's **ethnic origin** should be made by the **learner**, not the staff doing intake. However, if a learner does not self select an ethnic origin, then a staff member will have to select ethnic origin for entry into ABE2003.

American Indian or Alaskan Native is defined as a person having origins in any of the original people of North America and who maintains cultural identification or community recognition.

Asian is defined as a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. These areas include, for example, China, India, Japan, and Korea.

Native Hawaiian or Other Pacific Islander is defined as a person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.

Black or African American is defined as a person having origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.

Hispanic or Latino is defined as a person of Mexican, Puerto Rican, Cuban,

Central or South American, or other Spanish culture or origin, regardless of race.

White is defined as a person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic origin.

6. On Public Assistance means learner is receiving financial assistance from federal, state, or local agencies, including TANF/SRS, food stamps, WIC, HUD Section 8 housing, tribal or federal commodities, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. It does NOT include Social Security benefits, unemployment insurance, SSI, and employment-funded disability. Since the data will be obtained from data matching with SRS records or KBOR follow-up survey, being removed from public assistance does NOT need to be expressed as a program goal.

7. Rural: a learner who resides in a place with a population less than 2500 and outside an urbanized area. "Resides in a place" means the Kansas community in which the person maintains an address, whether a physical address or a post office box. Please note that these definitions are based on *federal* criteria for rural residency and do not necessarily reflect local definitions of rural communities. If the **community is in the list below**, check "outlying city." If the **community is NOT in the list below and not in Wyandotte County**, check "rural." If the community is **not on the map**, contact KBOR adult education for assistance.

Rural communities include all communities identified on the 1999-2000 Official Kansas Transportation Map EXCEPT the following communities: Abilene, Andover, Arkansas City, Atchison, Augusta, Baldwin City, Baxter Springs, Bel Aire, Beloit, Burlington, Chanute, Clay Center, Coffeyville, Colby, Columbus, Concordia, DeSoto, Derby, Dodge City, El Dorado, Ellsworth, Emporia, Eudora, Eureka, Fairway, Fort Scott, Fredonia, Frontenac, Galena, Garden City, Gardner, Garnett, Girard, Goodland, Great Bend, Hays, Haysville, Herington, Hesston, Hiawatha, Hoisington, Holton, Hugoton, Hutchinson, Independence, Iola, Junction City, Kingman, Lansing, Larned, Lawrence, Leavenworth, Leawood, Lenexa, Liberal, Lindsborg, Lyons, Manhattan, Marysville, McPherson, Merriam, Mission, Mission Hills, Mulvane, Neodesha, Newton, Norton, Olathe, Osage City, Osawatomie, Ottawa, Overland Park, Paola, Park City, Parsons, Phillipsburg, Pittsburg, Prairie Village, Pratt, Roeland Park, Rose Hill, Russell, Salina, Scott City, Shawnee, South Hutchinson, Tonganoxie, Topeka, Ulysses, Valley Center, Wamego, Wellington, Wichita, and Winfield.

8. Urban: a learner who resides ONLY in **Kansas City, Kansas**, or any community within **Wyandotte County**. "Resides in a place" means the Kansas community in which the person maintains an address, whether a physical address or a post office box. Please note that these definitions are based on *U.S. Department of Labor* criteria and do not necessarily reflect local definitions of urban communities.

9. Telephone Numbers: Day and evening phone numbers are defined as a

telephone where the learner may be reached in the daytime or evening respectively. It is important to determine in advance that the learner may actually be reached at that number. Emergency telephone numbers are numbers for an emergency contact in case of illness or other emergency during class and in case the learner can no longer be reached at the day or evening phone number. **Being able to reach the learner by telephone is critical to accurate follow-up.**

C. OUTCOME INFORMATION:

Program Goal is defined as a learner's primary and/or secondary goals that are realistically achievable **for this participant during his/her current tenure with the program**. It is the program's responsibility to help the learner distinguish between "long-term goals" and "program goals." Many adult learners' primary reason for attending an adult education program is to pass the GED Test and/or to go to college or to enter a post-secondary education or training program. Often these goals will take many months to achieve. In these instances, the adult education program staff needs to assist the learners in identifying the necessary steps to accomplish the long-term goal, and frequently one of these intermediary steps is the program goal. For example, a learner may express the goal of passing the GED Test. However, upon examination of the learner's assessment scores, it becomes apparent that attainment of the GED will be a long-term process. Therefore, while the learner may have the "long-term goal" of passing the GED Test, the appropriate "program goal" would be educational gain.

Since adult education is first and foremost an educational program, ABE2003 is programmed to select "Educational/Workplace Readiness Gain" as a program goal for every new learner. Learners may also identify up to three additional goals they hope to achieve as a result of participating in the adult education program. However, it is critical that adult education programs have an effective counseling program in place to assure that learners are identifying reasonable goals, that the instructional staff is informed about learners' goals and informing learners about strategies for achieving these goals, and that counseling sessions are conducted on a regular basis to ensure that both learners and staff members are monitoring progress toward goals and revising strategies or even goals if necessary.

Outcome 1. Educational/Workplace Readiness Gain is defined as moving from one level to a higher level, as determined by CASAS posttesting, passing the GED (level 6 only) or mastery of all the skills on a set number of CASAS pre-employment/work maturity checklists (levels 1, 2, 3, 4, 7, 8, 9, 10 and 11 only). A participant must complete a level or advance to a higher level in order to make educational gain. All learners are required to have educational gain as a goal, whether they state it or not, according to the NRS.

a. Entry Classification: Entry Classifications at each of the 11 educational functioning levels are determined by CASAS **diagnostic** pretest scores. CASAS appraisal scores* are not standardized for leveling. CASAS diagnostic scores are the only acceptable means for determining entry level. If a learner cannot achieve a "valid" diagnostic test score due to very limited basic or English language skills, enter a score of 0 in the database for each test that resulted in an invalid test score. Also keep a copy of the invalid test answer sheet in the learner's permanent folder, and note the reason for the "0" diagnostic score in the Notes section of ABE2003. (* An exception to this is a score of 246 or above on CASAS reading or math appraisal for level 6, which may be entered as both appraisal and diagnostic scores in ABE2003.)

Entry classification levels must be based on **CASAS diagnostic test scores and verified against levels recommended by ABE2003 software**. Discrepancies must either be corrected or the reason for overriding the recommendation documented in the notes section of ABE2003. While there are valid reasons for overriding an entry classification level recommended by the software, the NRS requirement that “the learner must be leveled in the lowest subject area the learner is studying” still applies. (See below.)

Program staff may choose to override the level recommended by the software if the learner chooses to only study in an area with a higher CASAS diagnostic score or if the learner tests in ESL writing at a lower level than ESL reading or listening. The level should be based on the lowest pretest score in the area where the learner will actually be studying. If posttests are given in more than one area, gain is measured from the lowest diagnostic pretest score. Program staff may not override the recommended level if the learner studies a lower-level subject and is posttested in the same subject, even if the posttest demonstrates no educational gain. If a learner’s lowest pretest scores in two areas are at the same level, either area may show educational gain.

Example 1: A learner takes CASAS diagnostic tests in reading and math and scores 246 in reading and 234 in math. The appropriate classification, level 4 (high intermediate), is based on the lowest score (234). However, the learner insists on studying only reading in preparation for the GED and refuses to study math. Within a short length of time, the learner passes the GED Test. Therefore, the data entry staff person determines that since the learner did not study math and was not posttested in math, then the entry classification should be changed to level 6 (based on the 246), and the learner would be considered to have made educational gain. If a CASAS diagnostic math posttest score is entered, the learner remains at level 4, and gain (or lack of gain) is determined by the CASAS diagnostic math posttest score. Rationale: Administration of a CASAS math posttest indicates the learner was working in his/her lowest functioning area. However, even if there is some math instruction, a lack of a math posttest score AND the fact that the GED Test was passed in a relatively short period of time provide evidence that the higher pretest score was a more accurate indicator of the learner’s actual educational functioning level.

Example 2: A learner takes CASAS diagnostic tests in ESL reading and listening and scores 177 in reading and 201 in listening. The learner is classified as level 7 (beginning literacy ESL) based on the lower score of 177 in reading. However, the learner studies only listening and is posttested in CASAS listening – and completes a level in listening. The data entry staff person determines that the entry classification should be level 9 (ESL low intermediate) and corrects the data entry. If a CASAS diagnostic reading posttest is entered, classification level remains 7 and gain is determined by the CASAS diagnostic reading posttest score. Rationale: A reading posttest score indicates that the learner was studying reading. Even if the reading posttest score does not indicate a learning gain, and the listening posttest score does indicate a learning gain, the software program will not capture the gain based on the listening posttest score because NRS guidelines require learners to be leveled and learning gains measured “in the lowest subject area the learner is studying.”

b. ABE2003 priorities for classification are (in rank order)

ABE: Lowest diagnostic score of (1) reading, (2) math, (3) writing

ESL: Lowest diagnostic score of (1) reading, (2) listening, (3) writing

The determination of a learner's entry level is based on diagnostic score(s). Entry classifications (ABE/ASE/ESL) are also determined by diagnostic test scores, not the class the learner is attending nor even how the learner would self identify. For example, a non-native speaker of English who has the goal of passing the GED Test takes a diagnostic reading test and scores 239 and a diagnostic listening test and scores 235. Although this learner may identify himself/herself as an ESL student, this learner should be leveled at level 5 because the diagnostic scores are too high for the learner to be classified as an ESL learner. (In fact the listening score is actually an invalid score because it is above the valid range.) Since the learner is working toward attaining a GED, the learner qualifies for adult education services. If this learner already had a high school diploma (or even higher degree) and was not interested in working on passing the GED Test, he/she would not qualify for adult education services because both diagnostic scores indicate that the learner has adequate basic skills.

c. CASAS score gains are defined as the number of points gained from the lowest **diagnostic** pretest to the highest posttest in a skill area the learner chooses as a learning goal (reading, writing, math, or listening). If the learner takes tests on entry and chooses **not** to study the skill area with the lowest score, then the learner should be post tested in the skill area that is identified as the **next lowest score** and in which the learner has studied. If a learner's lowest pretest scores in two areas are at the same level, either area may show educational gain. Although post testing in multiple areas of study is encouraged, a CASAS diagnostic pretest in one skill area may NOT be compared with a CASAS posttest in a **different skill area** to measure educational gain.

Programs have the flexibility to posttest all learners on either a scheduled basis for all learners at a similar level or on an individual basis as significant gains occur. However, the state assessment policy is that all learners will be initially posttested in the lowest area (or in the lowest area in which the learner is actually studying) at some time between 40 and 50 hours of instruction and then at every 40 to 50 hours of instruction thereafter. While every learner is not expected to demonstrate significant learning gains within 40 to 50 hours of instruction, learners **and** programs need to monitor progress. The exception to this policy is the administration of appropriate posttest to learners who have indicated they are separating from the program although they may not have participated in 40 hours of instruction. While these learners are not expected to demonstrate a significant learning gain, no posttesting will **guarantee** no evidence of learning gains.

Conversely, programs should not administer posttests to learners who have fewer than thirty hours of instruction since the pretest.

For learners who continue from one fiscal year to the next fiscal year, it is **not** necessary to test again at the beginning of the new fiscal year as long as the learner returns to continue instruction **within 90 days**. The 90-day period begins with the date of the last administration of a CASAS diagnostic test where a valid test score was achieved. For example, on June 15 a learner is administered a reading and math diagnostic test on which valid test scores are achieved. If the learner returns for instruction by September 15, do not test again. If the learner returns for instruction **after** September 15, the learner **should be given alternative forms of the diagnostic test that was administered on June 15. Do not administer CASAS appraisal tests more than once to an individual. After the initial administration, CASAS diagnostic scores should be used for determining the appropriate follow-up tests. Never give the same form of a diagnostic test within a six months time frame.**

d. Pre-employment/Work Maturity Skills Gains: Learners may measure workplace readiness gains through completion of **CASAS Pre-Employment/Work Maturity Checklists**, using the performance-based pre- and posttests. (See definitions of levels in Appendix 2 and 3, the *Pre-Employment/Work Maturity Skills Assessment Manual* and the *Kansas Adult Education Policy Manual*, Section 11. Assessment.)

For learners working on workplace readiness skills, the successful completion of a Pre-employment/Work Maturity Skills checklist(s) in one year is recorded on ABE2003. Accomplishments may be carried over to the following year.

e. Official GED: Learners at **high ASE entry (level 6)**, achieve the Educational/Workplace Readiness Gain outcome by passing the actual GED Exam. All GED Tests to measure educational gain may be taken in English or other available languages. Note: It is highly recommended that learners not be CASAS posttested after they have taken the GED.

f. Educational outcomes (or lack of outcome) by level for “Completing a Level,” “Completed and Advanced,” “Advanced Two or More Levels,” and “Remaining” are defined in ABE2003 software and will be determined directly from data entered.

g. Last Date of Instruction (Leaving Date): The exit quarter is the quarter in which the last date of instruction occurred. If a learner has not received instruction for 90 days and is not scheduled to receive instruction (for example, the learner simply stops attending class), the **last date of instruction (leaving date)** is the date the learner last attended class before stopping.

Outcome 2. Enter Employment means that the learner was identified as “unemployed, available” at entry AND has a goal to get a paid, unsubsidized job, or an unpaid job working 15 hours or more per week on a farm or business operated by the learner or a family member. If the learner does not state “enter employment” as a goal, getting a job as defined above CANNOT be counted. The learner may select the goal of **“enter employment” at any time from entry into the program until BEFORE a**

job offer is received or self-employment starts. The goal may not be added AFTER a job offer is received or after self-employment starts. For this outcome to be counted, the learner must enter employment sometime between the date of entry into the program and **the end of the first quarter after the program “leaving” quarter.** Learners who enter employment without stating it as a goal may have their outcome counted as “unintended” in ABE2003.

Programs must survey learners prior to reporting attainment of an employment-related goal. The survey must include the employer’s name, location, and date of employment before the outcome is reported on ABE2003. **This data will be verified through data matching at the state level, BUT A LAST DATE OF INSTRUCTION (LEAVING DATE) IS REQUIRED at the program level.** “Entered employment” only counts if the last date of instruction is known. For example, a learner enters on January 2 and attends class in Quarters 3 and 4, but the last date of instruction is June 15, which is in Quarter 4. The learner gets a job before September 30 (i.e., in the first quarter of the next year), and, therefore, it is counted as an outcome. If the learner got the job after September 30, it is NOT counted. **If the learner remains in the program after entering employment, the goal must be changed to “retain or improve employment” in any hard copy records for the learner.** Note: ABE2003 software automatically changes the person’s status from “entered” to “retained” based on a date of employment being entered.

Outcome 3. Retain or improve employment means that the learner was identified as “employed” at entry AND has a goal to upgrade skills to get, keep, or advance in a paid, unsubsidized job, or an unpaid job working 15 hours or more per week on a farm or business operated by the learner or a family member. If the learner does not state “retain or improve employment” as a goal, keeping or advancing in a job as defined above CANNOT be counted. **The learner may add the goal to “retain or improve employment” at any time from entry into the program until he/she leaves the program.** The goal must NOT be changed AFTER he/she leaves the program. Learners who retain or improvement employment without stating it as a goal may have their outcome counted as “unintended” in ABE2003.

Programs must survey learners prior to reporting attainment of an employment-related goal. The survey must include the employer’s name, location, and date of employment before the outcome is reported on ABE2003. **This data will be verified through data matching at the state level, BUT A LAST DATE OF INSTRUCTION (LEAVING DATE) IS REQUIRED at the program level.**

Outcome 4. Receive GED or adult high school diploma means to pass the actual GED Tests and receive the Kansas High School Diploma credential or Kansas Competency Diploma (Wichita Area Vocational College program only). **In order for this outcome to be counted, the learner must indicate receiving the GED as a goal BEFORE taking the actual GED Exam.** Learners who receive a GED or adult high school diploma without stating it as a goal may have their outcome counted as “unintended” in ABE2003. Note: Programs must NOT enter

actual GED examination scores into the adult education database. Reporting of GED scores is to be kept strictly confidential per GEDTS policy.

Outcome 5. Placement in Post-secondary Education or Training

means the learner enrolls in a post-secondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed. Examples of this type of education or training include job training, community and four-year college and universities, and adult post-secondary education programs. **In order for this outcome to be counted, the learner must indicate “Placement in PSE or Training” as a goal BEFORE entering the training or education program.** Learners who are placed in PSE without stating it as a goal may have their outcome counted as “unintended” in ABE2003.

Programs must survey learners prior to reporting attainment of the placement in post-secondary education goal. The survey must include the type of class taken, date, and the name of the education or training institution before the outcome is reported on ABE2003.

Outcome 6. Achieve Citizenship Skills means that the learner attains the skills needed to pass the U.S. citizenship examination. It does not matter if the learner actually takes or passes the citizenship exam, as long as he/she has attained the skills. Attainment of skills needed to pass the citizenship exam is measured by attainment of a minimum score of 206 (18 correct) on the *CASAS Government and History for Citizenship* Test (Form 963 or 964) and a total score of 2 or more on the CASAS Citizenship Dictation Test. **In order for this outcome to be counted, the learner must indicate “Achieve Citizenship Skills” as a goal BEFORE achieving a score of 206 and 2 on the citizenship test.** Learners who achieve citizenship skills without stating it as a goal may have their outcome counted as “unintended” in ABE2003.

Outcome 7. Increase Involvement in Children’s Education

means the learner in a family literacy category wants to increase involvement in the education of dependent children under his or her care, including: helping children more frequently with homework, increasing contact with children’s teachers to discuss the child’s education, and more involvement in children’s school – such as by attending school activities and parent meetings, and volunteering to work on school projects. **In order for this outcome to be counted, the learner must indicate “Increase Involvement in Children’s Education” as a goal BEFORE he/she leaves the program.** Learners who are not in a family literacy category should not have this goal or outcome indicated. (See category definitions in D-1.) Learners who increase involvement in children’s education without stating it as a goal may have their outcome counted as “unintended” in ABE2003.

Outcome 8. Increase Involvement in Children's Literacy

Activities means the learner wants to increase involvement in the literacy-related activities of dependent children under his or her care, including reading to children, visiting a library, or buying books or magazines for children. **In order for this outcome to be counted, the learner must indicate "Increase Involvement in Children's Literacy Activities" as a goal BEFORE he/she leaves the program.** Learners who are not in a family literacy category should not have this goal or outcome indicated. (See category definitions in D-1.) Learners who increase involvement in children's literacy without stating it as a goal may have their outcome counted as "unintended" in ABE2003.

D. REPORTING INFORMATION:

1. Category: Learners who fit into any of the following categories may be counted in one or multiple categories as applicable.

Homeless Category is for learners who are adults lacking a fixed, regular nighttime residence or who are residing in a temporary shelter or institution. “Homeless” does not apply to any individual imprisoned or otherwise detained due to legal reasons.

Correctional Facilities Category is for learners in any prison, jail, work farm, conservation camp, detention center, or any other similar federal, state, or local institution designed for the confinement of criminal offenders.

Community Corrections Category is for learners in a community-based probation/parole program or day-reporting program.

Other Institutional Category is for learners in a medical or mental institution, youth institution, or other special institution.

Family Literacy Category is for learners participating in instructional activities with a literacy component for parents and children or other intergenerational literacy components. Examples include Even Start, Reading Excellence, and locally developed family literacy activities. This category does NOT include activities offered in partnership with Parents as Teachers or Head Start UNLESS those partnerships include family literacy activities with a distinct adult education component.

Workplace Literacy Category is for learners participating in instructional activities to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer.

2. Last Date of Instruction (Leaving Date): The **last date of instruction** is the date the learner last attended class before leaving the program. If a learner has not received instruction for 90 days and is not scheduled to receive instruction (for example, the learner simply stops attending class), the last date of instruction should be reported as the last date the learner attended class. When submitting the End-of-the-Year Report, any learner who has not returned within the first quarter of the new fiscal year should be given a “last date of instruction” on the EOY Report.

3. Hours: In order for goals to “count” as outcomes, the learner **MUST** have **12 or more hours** as a participant in the program. An **hour** is defined as at least 60 clock

minutes of active learner participation in instructional activities. **Instructional activities** must be offered at a program center or outreach site and include:

- Orientation and intake,
- CASAS assessments,
- Performance-based assessments,
- Class instruction,
- Individual tutoring or small group work,
- Peer discussion or conversation groups where learning occurs,
- Teacher-made tests or quizzes,
- Intergenerational activities (as part of family literacy services as defined in D-1) if adult education staff or other resources are involved,
- Computer-assisted instruction and computer lab study,
- Language labs, and
- Vocational and/or post-secondary education/training counseling.

Instructional activities do **NOT** include homework time, offsite activities, socializing or break times, unmonitored study hall periods, 1-7 hours of official GED testing, or family literacy activities that involve no adult education staff or other resources.

KBOR adult education will round off hours reported in parts of an hour on quarterly reports **to whole hours** for federal reporting purposes. Programs desiring to count minutes as part of an hour may do so according to the table below, as long as the total minutes of participation are rounded off to the part of an hour **no less often than quarterly**:

- 0-29 minutes = _ hour;
- 30-44 minutes = _ hour;
- 45-59 minutes = _ hour;
- 60-74 minutes = 1 hour;
- 75-89 minutes – 1_ hours, etc.

4. Programs: In addition to being at a certain level, learners are considered to be in certain “programs” as defined below. Learners may be in **ONLY ONE program per year**. An ABE learner who was initially leveled at an ESL level (typically levels 10 and 11) on initial entry into the program may be re-classified as ABE based on CASAS ABE test results at the beginning of a new fiscal year. Any earlier ESL test score (listening) should not be entered into ABE2003 for the current fiscal year. If an ESL learner is tested in CASAS diagnostic ESL areas and classified as ESL (levels 7 through 11) for that year, and later, after a significant amount of instruction, begins testing in ABE areas, do not report ABE diagnostic post-test scores in math for that same year. Report only ESL diagnostic post-test scores. (The CASAS Diagnostic Reading Assessments provide scale scores that are valid for both ABE and ESL learners. However, reading scores for ESL learners should be entered in the ESL area on ABE2003. Reading scores for ABE learners should be entered in the ABE area on ABE2003. ESL learners transferring into ABE or ASE classes do not need to be retested in reading unless it is time for a reading diagnostic posttest.)

Adult Basic Education Program (ABE) is a program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family. Learners at levels 1 through 4 are considered as being in this program.

Adult Secondary Education Program (ASE) is a program of instruction designed for adults who have basic literacy skills and can function in everyday life, but are not proficient at advanced literacy levels or do not have a certificate of graduation from a secondary school or its equivalent. Learners at levels 5 or 6 are considered as being in this program.

English as a Second Language Program (ESL) is a program of instruction designed to help adults who are limited English proficient achieve competence in the English language. Learners at levels 7 through 11 are considered as being in this program.

5. Quarter:

Quarter 1 is defined as July 1 to September 30. The database with reports for Quarter 1 needs to reach KBOR Adult Education by November 15*.

Quarter 2 is defined as October 1 to December 31. The database with reports for Quarter 2 needs to reach KBOR Adult Education by February 15*.

Quarter 3 is defined as January 1 to March 31. The database with reports for Quarter 3 needs to reach KBOR Adult Education by May 1*.

Quarter 4 is defined as April 1 to June 30. The database with reports for Quarter 4 needs to reach KBOR Adult Education by August 15*.

* If this date falls on a weekend or holiday, then the database with reports needs to reach KBOR on the first weekday following this date.

6. Quarterly Reports: Reports are due to KBOR following each quarter. The database with reports must **reach KBOR Adult Education by the announced deadline** to ensure accurate follow-up. The database may be mailed **on disk or as an e-mail attachment**. Whether a disk is mailed or sent as an e-mail attachment, hard copies of reports are no longer necessary. However, if a disk arrives and is empty or in a format that cannot be opened, the deadline will not be considered met until a replacement disk with a usable, current database arrives.

The deadline will also not be considered met unless all reports and queries in the

Check Data Menu section of ABE2003 have been checked and the data revised as necessary. It is the responsibility of the adult education program to ensure that accurate data is reported to KBOR.

KBOR staff will review the submitted reports and converse with programs about data accuracy, progress toward projections, progress toward meeting program improvement objective(s), etc.

7. Year: A **fiscal year** is defined as July 1 through the next June 30. Follow-up outcomes, such as getting a job or passing the GED, may be counted within the appropriate quarters of the year following a learner's "last date of instruction" from the program **until the annual report is submitted to KBOR** (due October 15). Programs are encouraged to NOT submit annual reports until extensive efforts have been made to ensure that all outcomes have been documented and all "last dates of instruction (leaving dates)" have been entered. However, learners remaining in the program (i.e., participating in instructional activities), as participants for the current year should have their outcomes counted in the **current year** rather than the previous year. If the learner does not have enough hours in the current year to be counted as a participant, then the outcome(s) should be entered in the outcomes tab for the previous year.

8. Yearly Reports: Yearly reports must be crosschecked and reported to KBOR Adult Education **as an e-mail attachment**. The ABE2003 annual report must reach KBOR (via disks or email attachments) **no later than October 15**. **Local program staff must review all *Check Data Menu* items and resolve any issues concerning participant data before submitting the ABE2003 database.**

In addition to the ABE2003 data reports, a professional development for program improvement report must be submitted to KBOR by August 1. A completed capital outlay inventory form must be submitted to KBOR by October 15.

NOTE: Definitions were compiled and revised with the input of numerous program staff. KBOR Adult Education welcomes additional feedback for future editions.

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End of year reports	D-8. Reporting Information
English as a Second Language Program (levels 7-11)	D-4. Reporting Information
Enter employment outcome	C-2. Outcome Information
Entry classification	B-4. Demographic Information, C-1. Outcome information.
Entry level	B-4. Demographic Information, C-1. Outcome Information
Ethnic origin	B-5. Demographic Information
Family Literacy category	D-1. Reporting Information
Family Literacy outcomes	C-7, C-8. Outcome Information
GED test scores in database	C-4. Outcome Information
GED Tests in English	C-1e. Outcome Information

GED, receive	C-4. Outcome Information
Goals, number of learner	C. Outcome Information
Homeless category	D-1. Reporting Information
Hour	D-3. Reporting Information
Institutional, other category	D-1. Reporting Information
Instructional hour	D-3. Reporting Information
IQ, learner	B-2. Demographic Information
Kansas Competency Diploma	C-4. Outcome Information
Kansas High School Diploma	C-4. Outcome Information
Last Date of Instruction	C-1g. Outcome Information, D-2. Reporting Information
Learning Disability, learner with	B-2. Demographic Information
Learning gain	C-1. Outcome Information
Mastery of competencies	C-1. Outcome Information
Outcomes, current year	D-7. Reporting Information
Outcomes, end of year	D-7. Reporting Information
Outcomes, previous year	D-7. Reporting Information
Outlying city	B-7. Demographic Information
Overriding computer entry classification	C-1a. Outcome Information
Post-secondary education outcome	C-5. Outcome Information
Pre-employment skills	C-1d. Outcome Information
Priorities for entry classification	C-1b. Outcome Information
Program goals	C. Outcome Information
Program of instruction	D-4. Reporting Information
Public assistance	B-6. Demographic Information
Quarter	D-5. Reporting Information
Quarterly report	D-6. Reporting Information
Quarters 1, 2, 3, and 4 deadlines	D-5. Reporting Information
Release, for surveys and outcome verification	A. Participant Information
Retain or improve employment outcome	C-3. Outcome Information
Rounding hours	D-3. Reporting Information
Rural	B-7. Demographic Information
Survey	C-2, C-3. Outcome Information
Telephone numbers	B-9. Demographic Information
Testing returning learners in new year	C-1c. Outcome information
Training outcome	C-5. Outcome Information
Unemployed, available or not available	B-3. Demographic Information
Unintended outcomes	C. Outcome Information
Urban	B-8. Demographic Information
US citizenship exam	C-6. Outcome Information
US citizenship skills	C-6. Outcome Information
Workplace literacy category	D-1. Reporting Information
Workplace maturity skills	C-1d. Outcome Information
Workplace Readiness gain	C-1, C-1d. Outcome Information

Year, fiscal	D-7. Reporting Information
Yearly reports	D-8. Reporting Information

APPENDIX 2:

**Definitions of
Educational/Workplace Readiness
Gains**

Definitions of Levels Based on CASAS Diagnostic Pretest Scores

ABE	Level					
Area	1	2	3	4	5	6
+Read	<=200	201-210	211-220	221-235	236-245	>=246
+Math	<=200	201-210	211-220	221-235	236-245	>=246
+Write	0-1	2	3	4	NA	NA

ESL	Level				
Area	7	8	9	10	11
+Listen	<=180	181-200	201-210	211-220	221-225*
+Read	<=180	181-200	201-210	211-220	221-235*
+Write	0	1	2	3	NA

+ Scores can be used for leveling unless NA is listed.

* Scores are different for leveling in Listening and Reading.

FY 04 LOGIC TABLE FOR EDUCATION OUTCOMES BY LEVEL

Revised January 10, 2003

Level	Complete	Complete/Advance (subset of Complete)	Advance 2 or More Levels	Remaining	
#1 Beginning ABE Literacy					
Math	<200 =200	>=200 =>201	201-210 202-210	>=211	Learners who have not completed a level and who remain in the program.
Reading	<200 =200	>=200 =>201	201-210 202-210	>=211	
Writing	Level <=1	>=2	=2	>=3	
Pre-Employ Skills		>=1	=1	>=2	
#2 Beginning Basic Education					
Math	201-209 =210	>=210 =>211	211-220 212-220	>=221	
Reading	201-209 =210	>=210 =>211	211-220 212-220	>=221	
Writing	Level 2	>=3	=3	>=4	
Pre-Employ Skills		>1	=2	>=3	
#3 Low Intermediate Basic Education					
Math	211-219 =220	>=220 =>221	221-235 222-235	>=236	
Reading	211-219 =220	>=220 =>221	221-235 222-235	>=236	
Writing	Level 3	>=4	=4	>=5	
Pre-Employ Skills		>2	=3	=4	
#4 High Intermediate Basic Education					
Math	221-234 =235	>=235 =>236	236-245 237-245	>=246	
Reading	221-234 =235	>=235 =>236	236-245 237-245	>=246	
Writing	Level 4	>=5	=5	NA	
Pre-Employ Skills		>3	=4	NA	
#5 Low Adult Secondary Education					
Math	236-244 =245	>=245 =>246	>=246 =>247	NA	
Reading	236-244 =245	>=245 =>246	>=246 =>247	NA	
#6 High Adult Secondary Education					
Official GED Test	Outcome Passed GED				

FY 04 LOGIC TABLE FOR EDUCATION OUTCOMES BY LEVEL

Level	Complete	Complete/Advance (subset of Complete)	Advance 2 or More Levels	Remaining	
#7 Beginning ESL Literacy					
Reading	<180 =180	≥180 ≥181	181-200 182-200	≥201	
Listening	<180 =180	≥180 ≥181	181-200 182-200	≥201	
Writing	Level 0	≥1	=1	≥2	
Pre-Employ Skills		≥1	=1	≥2	
#8 Beginning ESL					
Reading	181-199 =200	≥200 ≥201	201-210 202-210	≥211	
Listening	181-199 =200	≥200 ≥201	201-210 202-210	≥211	
Writing	Level 1	≥2	=2	≥3	
Pre-Employ Skills		≥1	=1	≥2	
#9 Low Intermediate ESL					
Reading	201-209 =210	≥210 ≥211	211-220 212-220	≥221	
Listening	201-209 =210	≥210 ≥211	211-220 212-220	≥221	
Writing	Level 2	≥3	=3	≥4	
Pre-Employ Skills		>1	=2	≥3	
#10 High Intermediate ESL					
Reading	211-219 =220	≥220 ≥221	221-235 222-235	≥236	
Listening	211-219 =220	≥220 ≥221	≥221 ≥222	NA	
Writing	Level 3	≥4	=4	=5	
Pre-Employ Skills		>2	=3	=4	
#11 Low Advanced ESL					
Reading	221-234 =235	≥235 ≥236	236-245 237-245	≥246	
Listening	221-224 =225	≥225 ≥226	226-228 227-228	NA	
Pre-Employ Skills		>3	=4	NA	
#12 High Advanced ESL					
Kansas does not serve Level 12 ESL students with AEFLA funding.					

APPENDIX 3:

Outcomes Measures Definitions

Outcome Measures Definitions (Revised November 15, 2002)

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 1 Beginning ABE Literacy Pretest Scores: CASAS Math: 200 and below CASAS Reading: 200 and below CASAS Writing: Level 0-1 Narrative Completion Benchmarks: CASAS Math: >200 CASAS Reading: >200 CASAS Writing: >1 Narrative Pre-Employment/Work Maturity Skills: >=1 skill mastered	Individual has no or very minimal reading or 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 number, 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, including very simple messages. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, questions marks); contains frequent errors in spelling.	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.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. 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.
Level 2 Beginning Basic Education Pretest Scores: CASAS Math: 201-210 CASAS Reading: 201-210 CASAS Writing: Level 2 Narrative Completion Benchmarks: CASAS Math: >210 CASAS Reading: >210 CASAS Writing: >2 Narrative Pre-employment/Work Maturity Skills: >1 skill mastered	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).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	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 want ads and complete simple job applications.

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Level 3 Low Intermediate Basic Education</p> <p>Pretest Scores: CASAS Math: 211-220 CASAS Reading: 211-220 CASAS Writing: Level 3 Narrative</p> <p>Completion Benchmarks: CASAS Math: >220 CASAS Reading: >220 CASAS Writing: > Level 3 Narrative Pre-employment/Work Maturity Skills: >2 skills mastered</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 directions 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>Level 4 High Intermediate Basic Education</p> <p>Pretest Scores: CASAS Math: 221-235 CASAS Reading: 221-235 CASAS Writing: Level 4 Narrative</p> <p>Completion Benchmarks: CASAS Math: >235 CASAS Reading: >235 CASAS Writing: >4 Narrative Pre-employment/Work Maturity Skills: >3 skills mastered</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</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 and 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 involve 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>

Outcome Measures Definitions

Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Level 5 Low Adult Secondary Education Pretest Scores: CASAS Math: 236-245 CASAS Reading: 236-245 Completion Benchmarks: CASAS Math: >245 CASAS Reading: >245	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 issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	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.	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.
Level 6 High Adult Secondary Education Pretest Scores: CASAS Math: 246 and higher CASAS Reading: 246 and higher Completion Benchmark: Pass Official GED Test Battery	Individual can comprehend, explain and analyze information from a variety of literacy 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.	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.	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 of 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.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 7 Beginning ESL Literacy Pretest Scores: CASAS Reading: <=180 CASAS Listening: <=180 CASAS Writing: Level 0 Narrative Completion Benchmarks: CASAS Reading: >180 CASAS Listening: >180 CASAS Writing: >=1 Narrative Pre-employment/Work Maturity Skills: >=1 skill mastered	Individual cannot speak or understand English, or understands only isolated words or phrases.	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.	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 signs or 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.
Level 8 Beginning ESL Pretest Scores: CASAS Reading: 181-200 CASAS Listening: 181-200 CASAS Writing: Level 1 Narrative Completion Benchmarks: CASAS Reading: >200 CASAS Listening: >200 CASAS Writing: >1 Narrative Pre-employment/Work Maturity Skills: >=1 skill mastered	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.	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.	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.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 9 Low Intermediate ESL Pretest Scores: CASAS Reading: 201-210 CASAS Listening: 201-210 CASAS Writing: Level 2 Narrative Completion Benchmarks: CASAS Reading: >210 CASAS Listening: >210 CASAS Writing: >2 Narrative Pre-employment/Work Maturity Skills: >1 skill mastered	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.	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).	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 level 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).
Level 10 High Intermediate ESL Pretest Scores: CASAS Reading: 211-220 CASAS Listening: 211-220 CASAS Writing: Level 3 Narrative Completion Benchmarks: CASAS Reading: >220 CASAS Listening: >220 CASAS Writing: >3 Narrative Pre-employment/Work Maturity Skills: >2 skills mastered	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.	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.	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.

Outcome Measures Definitions

Educational Functioning Level Descriptors—English-As-A-Second Language Levels

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Level 11 Low Advanced ESL Pretest Scores: CASAS Reading: 221-235 CASAS Listening: 221-225 Completion Benchmarks: CASAS Reading: >235 CASAS Listening: >225 Pre-employment/Work Maturity Skills: >3 skills mastered	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.	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 text 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.	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.
Level 12 High Advanced ESL Kansas does not serve learners in ESL classes with scores above 235 on a CASAS Reading diagnostic test, above 225 on a CASAS Listening diagnostic test, or above Level 3 on the CASAS Functional Writing Assessment (narrative portion). If a learner is working toward attaining the GED diploma, he/she may be served as an ABE/ASE participant.			

APPENDIX 4:

**Who Qualifies
for
Adult Education Services**

Who Qualifies for Adult Education Services?

In order to qualify for adult education services, **one** of the following three criteria must be met. Upon enrollment in the adult education program, a qualifying individual:

I. Does not have a secondary credential;

- A. Does not have a high school diploma;
and
- B. Has not successfully completed the GED battery of tests and is working toward obtaining a Kansas High School Diploma (GED diploma) issued by the Kansas Board of Regents.

OR

II. Does not have basic reading, writing, or math skills;

- A. Scores below 235 on the CASAS Reading Diagnostic Test;
or
- B. Scores below 235 on the CASAS Math Diagnostic Test;
or
- C. Scores below 4 on the CASAS Writing Assessment.

OR

III. Does not have proficiency in the English language necessary to function in the multiple adult roles of citizen, employee, and family member.

- A. Scores below 225 on the CASAS Listening Diagnostic Test;
or
- B. Scores below 235 on the CASAS Reading Test;
or
- C. Scores below CASAS Level 4 on the CASAS Writing Assessment.

Only one of the criteria must be met to qualify for adult education services offered by an adult education program. However, it is expected that an adult education learner with a high school diploma or a GED diploma will be working primarily in the area of the identified deficiency and that learning gains will be reported in this area.

A learner enrolled in a community college course or vocational/technical school/college program, must meet one of the requirements above **and** may not be enrolled in a credit or non-credit course in the same area of study as the primary learning activities in the adult education program.

See examples in the KBOR *Adult Education Policy Manual*.

APPENDIX 5:

Legend

Numeric Values

ABE2003E Tables

Participants 04 Query

Participants 04 – Ed Gain Query

LEGEND

Numeric Values

ABE2003 stores numeric values in the following fields. It is not possible to uncheck these fields. To completely remove the value it is necessary to find the student record using their SSN in the table where that value is stored. All fields in each table with their descriptions are listed.

Rural/Urban/Other

- 1 =Rural
- 2 =Other
- 3 =Urban

Ethnic Origin (The value 6 was multiple ethnicity and is no longer collected.)

- 1 = American Indian
- 2 = Asian
- 3 = Black or African American
- 4 = Hispanic
- 5 = White
- 7 = Native Hawaiian or Pacific Islander

Gender

- 1 = Female
- 2 = Male

Employment Status

- 1 = Employed
- 2 = Unemployed, Available
- 3 = Unemployed, Not Available

03/04 GED or Adult HS Diploma

- 1 = Received GED
- 2 = Received Adult High School Diploma

“Yes/No” fields

- 1 = Yes
- 2 = No

Fields with the option to place a checkmark in the check box store the value “-1” denoting a positive response. When that is removed “0” remains. Queries are set up to look for “-1”, rather than “0”.

ABE2003E TABLES

Table Name: State Card	
Field Name	Description
Social Security Number	Identification Number (<i>Primary Key Field</i>)
03 Entry Date	Program Entry Date FY 03
04 Entry Date	Program Entry Date FY 04
LastName	Learner's Last Name
FirstName	Learner's First Name
MiddleName	Learner's Middle Name
Address	Learner's Address
City	Learner's City
State	Learner's State
ZIPCode	Learner's ZIP Code
Day Phone	Learner's Daytime Telephone Number
Evening Phone	Learner's Evening Telephone Number
Emergency Contact Name	Learner's Emergency Contact's Name
Emergency Contact Phone	Learner's Emergency Contact's Telephone Number
DOB	Learner's Date of Birth
Ethnic	Learner's Ethnic Origin
Gender	Learner's Gender
Location Code	Program's Location Code
03 Morning	Student attends class in the morning FY 03
03 Afternoon	Student attends class in the afternoon FY 03
03 Evening	Student attends class in the evening FY 03
04 Morning	Student attends class in the morning FY 04
04 Afternoon	Student attends class in the afternoon FY 04
04 Evening	Student attends class in the evening FY 04
Program Goals FY 03	
03 Ed Gain	Educational/Workplace Readiness Gain
03 Employ	Enter Employment
03 Retain	Retain or Improve Employment
03 GED	Receive GED or Adult HS Diploma
03 PSE	Placement in Postsecondary Education or Training
03 Cit	Achieve Citizenship Skills
03 Child Ed	Increase Involvement in Children's Education
03 Child Lit	Increase Involvement in Children's Literacy Activities
Program Goals FY 04	
04 Ed Gain	Educational/Workplace Readiness Gain
04 Employ	Enter Employment
04 Retain	Retain or Improve Employment
04 GED	Receive GED or Adult HS Diploma
04 PSE	Placement in Postsecondary Education or Training
04 Cit	Achieve Citizenship Skills
04 Child Ed	Increase Involvement in Children's Education
04 Child Lit	Increase Involvement in Children's Literacy Activities

Table Name: State Card	
Field Name	Description
Notes	Information not collected elsewhere
Disabled	Disability, any type
Learning Disabled	Documented Learning Disability
HighestEd	Highest Grade Level of Education Achieved
USEduc	Education Completed in the US?
Rural/Urban/Other	Learner's Residence Definition
03 Child12Under	Number of Children 12 and Under FY 03
03 Homeless	Homeless Category FY 03
03 Correc	Correctional Facilities Category FY 03
03 CommCorr	Community Corrections Category FY 03
03 Inst	Other Institutional Category FY 03
03 FamLit	Family Literacy Category FY 03
03 WorkLit	Workplace Literacy Category FY 03
03 Employ Stat	Employment Status FY 03
03 PubAsst	On Public Assistance? FY 03
04 Child12Under	Number of Children 12 and Under FY 04
04 Homeless	Homeless Category FY 04
04 Correc	Correctional Facilities Category FY 04
04 CommCorr	Community Corrections Category FY 04
04 Inst	Other Institutional Category FY 04
04 FamLit	Family Literacy Category FY 04
04 WorkLit	Workplace Literacy Category FY 04
04 Employ Stat	Employment Status FY 04
04 PubAsst	On Public Assistance? FY 04

Table Name: Tests	
Field Name	Description
Social Security Number	Identification Number (<i>Key Field</i>)
EC03	Entry Classification FY 03
EC04	Entry Classification FY 04
ABE Tests	
Reading	
AARPre03	Appraisal Pre-Test Score FY 03
AR13	Diagnostic Pre-Test Score FY 03
ARD13	Diagnostic Pre-Test Date FY 03
AR23	Diagnostic Post Test Score FY 03
ARD23	Diagnostic Post Test Date FY 03
AARPre04	Appraisal Pre-Test Score FY 04
AR14	Diagnostic Pre-Test Score FY 04
ARD14	Diagnostic Pre-Test Date FY 04
AR24	Diagnostic Post Test Score FY 04
ARD24	Diagnostic Post Test Date FY 04
Math	
AAMPre03	Appraisal Pre-Test Score FY 03
M13	Diagnostic Pre-Test Score FY 03
MD13	Diagnostic Pre-Test Date FY 03
M23	Diagnostic Post Test Score FY 03
MD23	Diagnostic Post Test Date FY 03
AAMPre04	Appraisal Pre-Test Score FY 04
M14	Diagnostic Pre-Test Score FY 04
MD14	Diagnostic Pre-Test Date FY 04
M24	Diagnostic Post Test Score FY 04
MD24	Diagnostic Post Test Date FY 04
Writing	
AW13	Diagnostic Pre-Test Score FY 03
AWD13	Diagnostic Pre-Test Date FY 03
AW23	Diagnostic Post Test Score FY 03
AWD23	Diagnostic Post Test Date FY 03
AW14	Diagnostic Pre-Test Score FY 04
AWD14	Diagnostic Pre-Test Date FY 04
AW24	Diagnostic Post Test Score FY 04
AWD24	Diagnostic Post Test Date FY 04
ESL	
Writing	
EW13	Diagnostic Pre-Test Score FY 03
EWD13	Diagnostic Pre-Test Date FY 03
EW23	Diagnostic Post Test Score FY 03
EWD23	Diagnostic Post Test Date FY 03
EW14	Diagnostic Pre-Test Score FY 04
EWD14	Diagnostic Pre-Test Date FY 04
EW24	Diagnostic Post Test Score FY 04

Table Name: Tests	
Field Name	Description
EWD24	Diagnostic Post Test Date FY 04
Reading	
EARPre03	Appraisal Pre-Test Score FY 03
ER13	Diagnostic Pre-Test Score FY 03
ERD13	Diagnostic Pre-Test Date FY 03
ER23	Diagnostic Post Test Score FY 03
ERD23	Diagnostic Post Test Date FY 03
EARPre04	Appraisal Pre-Test Score FY 04
ER14	Diagnostic Pre-Test Score FY 04
ERD14	Diagnostic Pre-Test Date FY 04
ER24	Diagnostic Post Test Score FY 04
ERD24	Diagnostic Post Test Date FY 04
Listening	
EALPre03	Appraisal Pre-Test Score FY 03
L13	Diagnostic Pre-Test Score FY 03
LD13	Diagnostic Pre-Test Date FY 03
L23	Diagnostic Post Test Score FY 03
LD23	Diagnostic Post Test Date FY 03
EALPre04	Appraisal Pre-Test Score FY 04
L14	Diagnostic Pre-Test Score FY 04
LD14	Diagnostic Pre-Test Date FY 04
L24	Diagnostic Post Test Score FY 04
LD24	Diagnostic Post Test Date FY 04
Citizenship Skills	
Cit13	Pre-Test Score FY 03
CitD13	Pre-Test Date FY 03
Cit23	Post Test Score FY 03
CitD23	Post Test Date FY 03
Cit14	Pre-Test Score FY 04
CitD14	Pre-Test Date FY 04
Cit24	Post Test Score FY 04
CitD24	Post Test Date FY 04
Citizenship Dictation	
CitDict14	Pre-Test Score FY 04
CitDictD14	Pre-Test Date FY 04
CitDict24	Post Test Score FY 04
CitDictD24	Post Test Date FY 04
Connect2	Programming Use Only

Table Name: Enrollment Statistics Form

Field Name	Description
Social Security Number	Identification Number (<i>Key Field</i>)
C11 03	Quarter 1 Class Code Field FY 03
H11 03	Quarter 1 Instructional Hours Field FY 03
C12 03	Quarter 1 Class Code Field FY 03
H12 03	Quarter 1 Instructional Hours Field FY 03
C13 03	Quarter 1 Class Code Field FY 03
H13 03	Quarter 1 Instructional Hours Field FY 03
C14 03	Quarter 1 Class Code Field FY 03
H14 03	Quarter 1 Instructional Hours Field FY 03
C21 03	Quarter 2 Class Code Field FY 03
H21 03	Quarter 2 Instructional Hours Field FY 03
C22 03	Quarter 2 Class Code Field FY 03
H22 03	Quarter 2 Instructional Hours Field FY 03
C23 03	Quarter 2 Class Code Field FY 03
H23 03	Quarter 2 Instructional Hours Field FY 03
C24 03	Quarter 2 Class Code Field FY 03
H24 03	Quarter 2 Instructional Hours Field FY 03
C31 03	Quarter 3 Class Code Field FY 03
H31 03	Quarter 3 Instructional Hours Field FY 03
C32 03	Quarter 3 Class Code Field FY 03
H32 03	Quarter 3 Instructional Hours Field FY 03
C33 03	Quarter 3 Class Code Field FY 03
H33 03	Quarter 3 Instructional Hours Field FY 03
C34 03	Quarter 3 Class Code Field FY 03
H34 03	Quarter 3 Instructional Hours Field FY 03
C41 03	Quarter 4 Class Code Field FY 03
H41 03	Quarter 4 Instructional Hours Field FY 03
C42 03	Quarter 4 Class Code Field FY 03
H42 03	Quarter 4 Instructional Hours Field FY 03
C43 03	Quarter 4 Class Code Field FY 03
H43 03	Quarter 4 Instructional Hours Field FY 03
C44 03	Quarter 4 Class Code Field FY 03
H44 03	Quarter 4 Instructional Hours Field FY 03
C11 04	Quarter 1 Class Code Field FY 04
H11 04	Quarter 1 Instructional Hours Field FY 04
C12 04	Quarter 1 Class Code Field FY 04
H12 04	Quarter 1 Instructional Hours Field FY 04
C13 04	Quarter 1 Class Code Field FY 04
H13 04	Quarter 1 Instructional Hours Field FY 04
C14 04	Quarter 1 Class Code Field FY 04
H14 04	Quarter 1 Instructional Hours Field FY 04
C21 04	Quarter 2 Class Code Field FY 04
H21 04	Quarter 2 Instructional Hours Field FY 04
C22 04	Quarter 2 Class Code Field FY 04
H22 04	Quarter 2 Instructional Hours Field FY 04
C23 04	Quarter 2 Class Code Field FY 04
H23 04	Quarter 2 Instructional Hours Field FY 04

Table Name: Enrollment Statistics Form

Field Name	Description
C24 04	Quarter 2 Class Code Field FY 04
H24 04	Quarter 2 Instructional Hours Field FY 04
C31 04	Quarter 3 Class Code Field FY 04
H31 04	Quarter 3 Instructional Hours Field FY 04
C32 04	Quarter 3 Class Code Field FY 04
H32 04	Quarter 3 Instructional Hours Field FY 04
C33 04	Quarter 3 Class Code Field FY 04
H33 04	Quarter 3 Instructional Hours Field FY 04
C34 04	Quarter 3 Class Code Field FY 04
H34 04	Quarter 3 Instructional Hours Field FY 04
C41 04	Quarter 4 Class Code Field FY 04
H41 04	Quarter 4 Instructional Hours Field FY 04
C42 04	Quarter 4 Class Code Field FY 04
H42 04	Quarter 4 Instructional Hours Field FY 04
C43 04	Quarter 4 Class Code Field FY 04
H43 04	Quarter 4 Instructional Hours Field FY 04
C44 04	Quarter 4 Class Code Field FY 04
H44 04	Quarter 4 Instructional Hours Field FY 04
03 Last Date	Last Date of Instruction FY 03
04 Last Date	Last Date of Instruction FY 04
03 Sep Desc	Reasons for Leaving FY 03
04 Sep Desc	Reasons for Leaving FY 04
03 Reasons	Specify Know Reasons FY 03
04 Reasons	Specify Know Reasons FY 04
<hr/>	
Outcomes FY 03	
03 Out Ed Gain	Educational/Workplace Readiness Gain
03 Out Employ	Enter Employment
03 Date Employ	Date Obtained Employment
03 Out Retain	Retain or Improve Employment
03 Out GED	Receive GED or Adult HS Diploma
03 GED Date	Date Received GED or Adult HS Diploma
03 GED or Adult HS Diploma	GED Diploma or Adult HS Diploma?
03 Out PSE	Placement in Postsecondary Education or Training
03 Out Cit	Achieve Citizenship Skills
03 Out ChildEd	Increase Involvement in Children's Education
03 Out ChildLit	Increase Involvement in Children's Literacy Activities
<hr/>	
Unintended Outcomes FY 03	
03 Un Employ	Enter Employment
03 Un Date Employ	Date Obtained Employment
03 Un Retain	Retain or Improve Employment
03 Un GED	Receive GED or Adult HS Diploma
03 Un GED Date	Date Received GED or Adult HS Diploma
03 Un GED or Adult HS Diploma	GED Diploma or Adult HS Diploma?
03 Un PSE	Placement in Postsecondary Education or Training
03 Un Cit	Achieve Citizenship Skills
03 Un ChildEd	Increase Involvement in Children's Education
03 Un ChildLit	Increase Involvement in Children's Literacy Activities

Table Name: Enrollment Statistics Form

Field Name	Description
Outcomes FY 04	
04 Out Ed Gain	Educational/Workplace Readiness Gain
04 Out Employ	Enter Employment
04 Date Employ	Date Obtained Employment
04 Out Retain	Retain or Improve Employment
04 Out GED	Receive GED or Adult HS Diploma
04 GED Date	Date Received GED or Adult HS Diploma
04 GED or Adult HS Diploma	GED Diploma or Adult HS Diploma?
04 Out PSE	Placement in Postsecondary Education or Training
04 Out Cit	Achieve Citizenship Skills
04 Out ChildEd	Increase Involvement in Children's Education
04 Out ChildLit	Increase Involvement in Children's Literacy Activities
<hr/>	
Outcomes FY 04	
04 Un Employ	Enter Employment
04 Un Date Employ	Date Obtained Employment
04 Un Retain	Retain or Improve Employment
04 Un GED	Receive GED or Adult HS Diploma
04 Un GED Date	Date Received GED or Adult HS Diploma
04 Un GED or Adult HS Diploma	GED Diploma or Adult HS Diploma?
04 Un PSE	Placement in Postsecondary Education or Training
04 Un Cit	Achieve Citizenship Skills
04 Un ChildEd	Increase Involvement in Children's Education
04 Un ChildLit	Increase Involvement in Children's Literacy Activities
Connect	Programming Use Only

Table Name: Pre- Employment/Technology

Field Name	Description
Social Security Number	Identification Number (<i>Key Field</i>)
Technology Levels	
00-03 Tech Lev	Cumulative Technology Level FY 00-03
00-02 Tech Lev	Cumulative Technology Level FY 00-02
00 Tech	Highest Technology Level Completed for FY 00
00 TechA	Technology Level A Completed FY 00
00 TechB	Technology Level B Completed FY 00
00 TechC	Technology Level C Completed FY 00
00 TechD	Technology Level D Completed FY 00
01 Tech	Highest Technology Level Completed for FY 01
01 TechA	Technology Level A Completed FY 01
01 TechB	Technology Level B Completed FY 01
01 TechC	Technology Level C Completed FY 01
01 TechD	Technology Level D Completed FY 01
02 Tech	Highest Technology Level Completed for FY 02
02 TechA	Technology Level A Completed FY 02
02 TechB	Technology Level B Completed FY 02
02 TechC	Technology Level C Completed FY 02
02 TechD	Technology Level D Completed FY 02
03 Tech	Highest Technology Level Completed for FY 03
03 TechA	Technology Level A Completed FY 03
03 TechAInstr	Tech Level A Completed through Instruction FY 03
03 TechA Date	Date Technology Level A Completed FY 03
03 TechB	Technology Level B Completed FY 03
03 TechBInstr	Tech Level B Completed through Instruction FY 03
03 TechB Date	Date Technology Level B Completed FY 03
03 TechC	Technology Level C Completed FY 03
03 TechCInstr	Tech Level C Completed through Instruction FY 03
03 TechC Date	Date Technology Level C Completed FY 03
03 TechD	Technology Level D Completed FY 03
03 TechDInstr	Tech Level D Completed through Instruction FY 03
03 TechD Date	Date Technology Level D Completed FY 03
00-04 Tech Lev	Cumulative Technology Level FY 00-04 (not used yet)
04 Tech	Highest Technology Level Completed for FY 04
04 TechA	Technology Level A Completed FY 04
04 TechAInstr	Tech Level A Completed through Instruction FY 04
04 TechA Date	Date Technology Level A Completed FY 04
04 TechB	Technology Level B Completed FY 04
04 TechBInstr	Tech Level B Completed through Instruction FY 04
04 TechB Date	Date Technology Level B Completed FY 04
04 TechC	Technology Level C Completed FY 04
04 TechCInstr	Tech Level C Completed through Instruction FY 04
04 TechC Date	Date Technology Level C Completed FY 04
04 TechD	Technology Level D Completed FY 04
04 TechDInstr	Tech Level D Completed through Instruction FY 04
04 TechD Date	Date Technology Level D Completed FY 04
Pre- Employment/Work Maturity Skills	

Table Name: Pre- Employment/Technology

Field Name	Description
Pre-Emp00	Number of Pre-Employment Skills Mastered FY 00
00 Pre-Emp A	Pre-Employment Checklist A Mastered FY 00
00 Pre-Emp B	Pre-Employment Checklist B Mastered FY 00
00 Pre-Emp C	Pre-Employment Checklist C Mastered FY 00
00 Pre-Emp D	Pre-Employment Checklist D Mastered FY 00
00 Pre-Emp E	Pre-Employment Checklist E Mastered FY 00
00 Pre-Emp F	Pre-Employment Checklist F Mastered FY 00
Pre-Emp01	Number of Pre-Employment Skills Mastered FY 01
01 Pre-Emp A	Pre-Employment Checklist A Mastered FY 01
01 Pre-Emp B	Pre-Employment Checklist B Mastered FY 01
01 Pre-Emp C	Pre-Employment Checklist C Mastered FY 01
01 Pre-Emp D	Pre-Employment Checklist D Mastered FY 01
01 Pre-Emp E	Pre-Employment Checklist E Mastered FY 01
01 Pre-Emp F	Pre-Employment Checklist F Mastered FY 01
Pre-Emp02	Number of Pre-Employment Skills Mastered FY 02
02 Pre-Emp A	Pre-Employment Checklist A Mastered FY 02
02 Pre-Emp B	Pre-Employment Checklist B Mastered FY 02
02 Pre-Emp C	Pre-Employment Checklist C Mastered FY 02
02 Pre-Emp D	Pre-Employment Checklist D Mastered FY 02
02 Pre-Emp E	Pre-Employment Checklist E Mastered FY 02
02 Pre-Emp F	Pre-Employment Checklist F Mastered FY 02
03 Pre-Emp B	Pre-Employment Checklist B Mastered FY 03
03 Pre-Emp B Date	Date Pre-Employ B Mastered FY 03
03 Pre-EmpBInstr	Pre-Employ B Mastered through Instruction FY 03
03 Pre-Emp C	Pre-Employment Checklist C Mastered FY 03
03 Pre-Emp C Date	Date Pre-Employ C Mastered FY 03
03 Pre-EmpCInstr	Pre-Employ C Mastered through Instruction FY 03
03 Pre-Emp D	Pre-Employment Checklist D Mastered FY 03
03 Pre-Emp D Date	Date Pre-Employ D Mastered FY 03
03 Pre-EmpDIInstr	Pre-Employ C Mastered through Instruction FY 03
03 Pre-Emp E	Pre-Employment Checklist E Mastered FY 03
03 Pre-Emp E Date	Date Pre-Employ E Mastered FY 03
03 Pre-EmpEInstr	Pre-Employ D Mastered through Instruction FY 03
04 Pre-Emp B	Pre-Employment Checklist B Mastered FY 04
04 Pre-Emp B Date	Date Pre-Employ B Mastered FY 04
04 Pre-EmpBInstr	Pre-Employ B Mastered through Instruction FY 04
04 Pre-Emp C	Pre-Employment Checklist C Mastered FY 04
04 Pre-Emp C Date	Date Pre-Employ C Mastered FY 04
04 Pre-EmpCInstr	Pre-Employ C Mastered through Instruction FY 04
04 Pre-Emp D	Pre-Employment Checklist D Mastered FY 04
04 Pre-Emp D Date	Date Pre-Employ D Mastered FY 04
04 Pre-EmpDIInstr	Pre-Employ C Mastered through Instruction FY 04
04 Pre-Emp E	Pre-Employment Checklist E Mastered FY 04
04 Pre-Emp E Date	Date Pre-Employ E Mastered FY 04
04 Pre-EmpEInstr	Pre-Employ D Mastered through Instruction FY 04
Connect1	Programming Use Only

Participants 04 Query

Participants 04 is the basis for all FY04 reports and includes only learners with 12 or more hours. This query calculates the recommended level, level for each CASAS test, current age, quarterly hours and total yearly hours. The data comes from the following four tables: State Card, Enrollment Statistics Form, Tests and Pre-Employment/Technology.

Query Name: Participants 04	
Field Name	Description/Source
RecLev	Recommended Level for FY04 ABE = 1st priority, ESL = 2nd priority
ARL04	ABE Reading Level 04
ML04	ABE Math Level 04
AWL04	ABE Narrative Writing Level 04
RML04	ABE - compare Reading level and Math level to determine lowest level 04
AL04	ABE Level FY 04 - compare Reading/Math level to Writing level to determine lowest level
LL04	ESL Listening Level 04
ERL04	ESL Reading Level 04
EWL04	ESL Narrative Writing Level 04
RWL04	ESL - compare Reading level & Writing level to determine lowest level 04
EL04	ESL - compare Listening/Speaking level and Reading/Writing level to determine lowest level 04
EC04	Entry Classification Entered for FY04.
Total Hours 04	Total Instructional Hours for FY04 - Adds all quarterly hours. Criteria: >=12
DOB	Date of Birth
Current Age	DOB is subtracted from Entry Date
Ethnic	See State Card Table
Gender	
AARPre04	See Tests Table
AR14	
ARD14	
AR24	
ARD24	
AAMPre04	
M14	
MD14	
M24	
MD24	
AW14	
AWD14	
AW24	
AWD24	
EW14	

Query Name: Participants 04	
Field Name	Description/Source
EWD14	
EW24	
EWD24	
EARPre04	
ER14	
ERD14	
ER24	
ERD24	
EALPre04	
L14	
LD14	
L24	
LD24	
Cit14	
CitD14	
Cit24	
CitD24	
CitDict14	
CitDictD14	
CitDict24	
CitDictD24	
Pre-Emp	Calculates the number of cumulative Pre-Employment Skill for fiscal year 00-04 if the learner has mastered Pre-Employment Skills for FY04
Cum EB	Cumulative - Calculates if there is a Pre-Employment Skill "B" mastered for any fiscal year.
04 EB	Calculates if Pre-Employment Skill was mastered through instruction for Pre-Emp calculation above.
Cum EC	Cumulative - Calculates if there is a Pre-Employment Skill "C" mastered for any fiscal year.
04 EC	Calculates if Pre-Employment Skill was mastered through instruction for Pre-Emp calculation above.
Cum ED	Cumulative - Calculates if there is a Pre-Employment Skill "D" mastered for any fiscal year.
04 ED	Calculates if Pre-Employment Skill was mastered through instruction for Pre-Emp calculation above.
Cum EE	Cumulative - Calculates if there is a Pre-Employment Skill "E" mastered for any fiscal year.
04 EE	Calculates if Pre-Employment Skill was mastered through instruction.
Pre-Emp0003	Calculates Cumulative Pre-Employment Skill Checklists mastered for FY 00-03 if participant has FY 03 Pre-Employment Skill Checklists checked.
Cum EB0003	If Pre-Employment Skill Checklist B was mastered in FY 00 through FY 03, field prints "B".
03 EB	Calculates if Pre-Employment Skill was mastered through instruction.

Query Name: Participants 04	
Field Name	Description/Source
Cum EC00003	If Pre-Employment Skill Checklist C was mastered in FY 00 through FY 03, field prints "C".
03 EC	Calculates if Pre-Employment Skill was mastered through instruction.
Cum ED00003	If Pre-Employment Skill Checklist D was mastered in FY 00 through FY 03, field prints "D".
03 ED	Calculates if Pre-Employment Skill was mastered through instruction.
Cum EE00003	If Pre-Employment Skill Checklist E was mastered in FY 00 through FY 03, field prints "E".
03 EE	Calculates if Pre-Employment Skill was mastered through instruction.
Pre-Emp00	See Pre-Employment/Technology Table
00 Pre-Emp B	
00 Pre-Emp C	
00 Pre-Emp D	
00 Pre-Emp E	
Pre-Emp01	
01 Pre-Emp B	
01 Pre-Emp C	
01 Pre-Emp D	
01 Pre-Emp E	
Pre-Emp02	
02 Pre-Emp B	
02 Pre-Emp C	
02 Pre-Emp D	
02 Pre-Emp E	
03 Pre-Emp B	
03 Pre-EmpBInstr	
03 Pre-Emp B Date	
03 Pre-Emp C	
03 Pre- EmpCInstr	
03 Pre-Emp C Date	
03 Pre-Emp D	
03 Pre-EmpDInstr	
03 Pre-Emp D Date	
03 Pre-Emp E	
03 Pre-EmpEInstr	
03 Pre-Emp E Date	
04 Pre-Emp B	
04 Pre-EmpBInstr	
04 Pre-Emp B Date	
04 Pre-Emp C	
04 Pre-EmpCInstr	
04 Pre-Emp C Date	
04 Pre-Emp D	

Query Name: Participants 04	
Field Name	Description/Source
04 Pre-EmpDInstr	
04 Pre-Emp D Date	
04 Pre-Emp E	
04 Pre-EmpEInstr	
04 Pre-Emp E Date	
LastName	See State Card Table
FirstName	
MiddleName	
Social Security Number	
Location Code	
IQU 04	1 st quarter hours FY04
IIQU 04	2 nd quarter hours FY04
IIIQU 04	3 rd quarter hours FY04
IVQU 04	4 th quarter hours FY04
C11 04	See Enrollment Statistics Form Table
H11 04	
C12 04	
H12 04	
C13 04	
H13 04	
C14 04	
H14 04	
C21 04	
H21 04	
C22 04	
H22 04	
C23 04	
H23 04	
C24 04	
H24 04	
C31 04	
H31 04	
C32 04	
H32 04	
C33 04	
H33 04	
C34 04	
H34 04	
C41 04	
H41 04	
C42 04	
H42 04	
C43 04	

Query Name: Participants 04	
Field Name	Description/Source
H43 04	
C44 04	
H44 04	
04 Last Date	
04 Sep Desc	
04 Reasons	
04 Out Ed Gain	
04 Out Employ	
04 Date Employ	
04 Out Retain	
04 Out GED	
04 GED Date	
04 GED or Adult HS Diploma	
04 Out PSE	
04 Out Cit	
04 Out ChildEd	
04 Out ChildLit	
04 Un Employ	
04 Un Date Employ	
04 Un Retain	
04 Un GED	
04 Un GED Date	
04 Un GED or Adult HS Diploma	
04 Un PSE	
04 Un Cit	
04 Un ChildEd	
04 Un ChildLit	
Morning 04	See State Card Table
Afternoon 04	
Evening 04	
Disabled	
Learning Disabled	
Rural/Urban/Other	
HighestEd	
USEduc	
04 Child12Under	
04 Homeless	
04 Correc	
04 CommCorr	
04 Inst	
04 FamLit	
04 WorkLit	

Query Name: Participants 04	
Field Name	Description/Source
04 Employ Stat	
04 PubAsst	
Day Phone	
Evening Phone	
Emergency Contact Phone	
Emergency Contact Name	
04 Ed Gain	
04 Employ	
04 Retain	
04 GED	
04 PSE	
04 Cit	
04 Child Ed	
04 Child Lit	
04 Entry Date	
Notes	
Loc	Prints the first 3 numbers of the Location Code to identify a program's reports.

Participants 04 Rpt #22 Ed Gain Query

Participants 04 Rpt #22 Ed Gain is the basis for Educational Gain Report #22 - #28 and calculates the participant's Educational/Workplace Readiness Gain. The data comes from the query Participants 04.

Query Name: Participants 04	
Field Name	Description/Source
EC04	Participants 04
RecLev	
1	Level 1 Participants' Educational Gain Status is Complete, Leave or Remain
2	Level 2 Participants' Educational Gain Status is Complete, Leave or Remain
3	Level 3 Participants' Educational Gain Status is Complete, Leave or Remain
4	Level 4 Participants' Educational Gain Status is Complete, Leave or Remain
5	Level 5 Participants' Educational Gain Status is Complete, Leave or Remain
6	Level 6 Participants' Educational Gain Status is Complete, Leave or Remain
7	Level 7 Participants' Educational Gain Status is Complete, Leave or Remain
8	Level 8 Participants' Educational Gain Status is Complete, Leave or Remain
9	Level 9 Participants' Educational Gain Status is Complete, Leave or Remain
10	Level 10 Participants' Educational Gain Status is Complete, Leave or Remain
11	Level 11 Participants' Educational Gain Status is Complete, Leave or Remain
AARPre04	Participants 04
AR14	
ARD14	
AR24	
ARD24	
AAMPre04	
M14	
MD14	
M24	
MD24	
AW14	
AWD14	
AW24	
AWD24	
EW14	
EWD14	
EW24	
EWD24	
EARPre04	
ER14	
ERD14	
ER24	
ERD24	
EALPre04	
L14	
LD14	

Query Name: Participants 04	
Field Name	Description/Source
L24	
LD24	
Cit14	
CitD14	
Cit24	
CitD24	
CitDict14	
CitDictD14	
CitDict24	
CitDictD24	
Pre-Emp	
LastName	
FirstName	
MiddleName	
Social Security Number	
Location Code	
IQU 04	
IIQU 04	
IIIQU 04	
IVQU 04	
Leave	Calculates if participant has a last date of instruction, stores value of "1".
04 Last Date	See Participants 04 Query
04 Sep Desc	
04 Reasons	
04 Ed Gain	
04 Employ	
04 Retain	
04 GED	
04 PSE	
04 Cit	
04 Child Ed	
04 Child Lit	
04 Out Ed Gain	
04 Out Employ	
04 Date Employ	
04 Out Retain	
04 Out GED	
04 GED Date	
04 Out PSE	
04 Out Cit	
04 Out ChildEd	
04 Out ChildLit	
04 Un Employ	

Query Name: Participants 04	
Field Name	Description/Source
04 Un Date Employ	
04 Un Retain	
04 Un GED	
04 Un GED Date	
04 Un PSE	
04 Un Cit	
04 Un ChildEd	
04 Un ChildLit	
Morning 04	
Afternoon 04	
Evening 04	
Ethnic	
DOB	
Gender	
04 Entry Date	
Loc	
C11 04	
C12 04	
C13 04	
C14 04	
C21 04	
C22 04	
C23 04	
C24 04	
C31 04	
C32 04	
C33 04	
C34 04	
C41 04	
C42 04	
C43 04	
C44 04	
H11 04	
H12 04	
H13 04	
H14 04	
H21 04	
H22 04	
H23 04	
H24 04	
H31 04	
H32 04	
H33 04	
H34 04	

Query Name: Participants 04	
Field Name	Description/Source
H41 04	
H42 04	
H43 04	
H44 04	

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