

**MINNESOTA ABE  
FY 2014-2015  
REPORTING REQUIREMENTS**



**Minnesota Department of Education**

---

**Contents:**

<i>Overview.....</i>	<i>page 2</i>
<i>Section I Data Definitions .....</i>	<i>page 2</i>
Student Demographic Measures .....	page 2
Student Status Measures .....	page 3
Student Participation Measures .....	page 7
Outcome Measures .....	page 8
<i>Section II Required Data Elements and Collection Procedures .....</i>	<i>page 13</i>
Procedures for Collecting Student Demographic Measures .....	page 14
Procedures for Collecting Student Status Measures .....	page 14
Procedures for Collecting Participation Measures .....	page 16
Procedures for Collecting Outcome Measures .....	page 16
Data Collection Steps .....	page 18
Agency Roles.....	page 19
<i>Section III Assessment Requirements And Procedures.....</i>	<i>page 21</i>
Assessing Work-Based Project Learners.....	page 21
Assessing Citizenship Skills .....	page 21
Assessing Educational Functioning Levels .....	page 21
Testing Exceptions .....	page 22
CASAS Score Gains by Level.....	page 23
Educational Functioning Level Descriptors.....	page 24
<i>Section IV Quarterly and other Reporting .....</i>	<i>page 28</i>
Desk Audit.....	page 28
Quarterly Data Entry Schedule.....	page 28
<i>Section V 2012 NRS Changes Addendum.....</i>	<i>page 28</i>
Follow-up Measures .....	page 28
New Demographics .....	page 33

## Overview

This document presents guidelines for Minnesota’s Adult Basic Education Reporting System. Section I presents definitions of all measures and Section II describes data collection and assessment procedures. *These guidelines are subject to revision pending changes in Minnesota ABE statutes or Federal requirements.*

### Section I Data Definitions

#### Demographic Measures

##### *Demographic Measure #1: Ethnicity*

**Definition:** *Learner’s ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. The ethnic categories are:*

- ❖ **American Indian or Alaskan Native**—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- ❖ **Asian**—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**—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**—A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.
- ❖ **Hispanic or Latino**—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- ❖ **White**—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

**Applicable Population:** All learners.

**Data Collection:** At intake, individual learner’s ethnicity is recorded either through observation or by self-report of learner.

**Reporting:** Total number of learners by ethnic group is reported.

##### *Demographic Measure #2: Gender*

**Definition:** *Whether the learner is male and female.*

- ❖ **Male**
- ❖ **Female**

**Applicable Population:** All learners.

**Collection Procedure:** At intake, individual learner's gender is recorded, either through observation or by self-report of learner.

**Reporting:** Total number of learners by gender is reported.

### *Demographic Measure #3: Age*

**Definition:** *Learner's date of birth.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, individual learner reports birthdate.

**Reporting:** Learner's age at entry or current age can be computed. Total number of learners by age is reported using the following age categories: 16-18, 19-24, 25-44, 45-59, 60 and older. For students who do not know their date of birth, an arbitrarily selected date that corresponds to their age (or estimated age) should be used.

## Student Status Measures

### *Student Status Measure #1: Learner Reason(s)/Goal(s) for Attending*

**Definition:** *Learner's self-identified main and, if applicable, secondary reason(s)/goal(s) for attending the class or program.*

- ❖ **Improve basic literacy skills**—improve overall basic literacy skills. *This goal applies to all ABE-level and ASE-level learners except those designated as work-based project learners.*
- ❖ **Improve English skills**—improve overall skills in the English language (e.g., speaking, reading, and writing). *This goal applies to all ESL-level learners except those designated as work-based project learners*
- ❖ **Obtain a job**—Obtain full- or part-time paid employment. *This goal is appropriate for learners who are unemployed at the time of program enrollment and are attending in order to obtain the skills necessary to obtain a job.*
- ❖ **Retain current job**—Upgrade skills to enable retention of current job. *This goal is appropriate for two groups of learners: 1) those who have a job at the time of enrollment and are attending in order to acquire the skills necessary to keep their job or 2) learners whose initial goal was to obtain a job and who did so by the end of the first quarter after leaving the ABE program.*
- ❖ **Earn a secondary school diploma**—achieve sufficient skills and credit hours/standards to earn a state accredited secondary diploma.
- ❖ **Achieve a GED certificate**—pass the tests of General Educational Development
- ❖ **Enter postsecondary education**—achieve skills to enable enrollment in a postsecondary education programs.
- ❖ **Enter job training**—achieve skills to enable enrollment in a job-training program.
- ❖ **Obtain citizenship skills**—Obtain skills to pass the citizenship test.
- ❖ **Achieve work-based project learner goal**—Obtain the skills needed to complete a project learner activity (i.e., a course of 12–30 hours duration designed to teach specific workplace skills).

### ***Student Status Measure #2: Educational Functioning Level at Intake***

Definition: Learner's educational functioning level at time of program intake.

**Applicable Population:** All learners except work-based project learners.

**Collection Procedure:** Please see *Educational Functioning Levels Descriptors* (pg. 20) for skill descriptions and test score ranges.

**Reporting:** Various demographic and student status measures are reported by educational functioning level.

### ***Student Status Measure #3: Labor Force Status***

**Definition:** *Whether the learner is employed, not employed or not in the labor force, according to the following criteria:*

- ❖ **Employed**—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**—Learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work.
- ❖ **Not in the labor force**—Learners who are not employed and are not seeking employment.

**Applicable Population:** All learners.

**Collection Procedure:** At intake, individual learner reports employment status.

**Reporting:** Total number of learners by category is reported. This measure can be used with learner goals to calculate rates or percentages for core employment measures.

### ***Student Status Measure #4: Public Assistance Status***

**Definition:** *Whether the learner is receiving financial assistance from Minnesota Family Investment Plan (MFIP), is receiving financial assistance from one or more sources other than MFIP, or is not receiving assistance. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.*

- ❖ **Yes-MFIP**—Learners who are currently receiving MFIP benefits.
- ❖ **Yes-Other**—Learners who are receiving financial assistance from one or more sources other than MFIP including food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disable
- ❖ **No or blank** – Learners not receiving public assistance.

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports public assistance receipt.

**Reporting:** Total number of learners receiving assistance and total number participating in MFIP is reported. This measure can also be used to calculate rates or percentages for the secondary measure related to public assistance reduction.

*Student Status Measure #5: Disability Status*

**Definition:** *Learner 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.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports disability or program assesses disability.

**Reporting:** Total number of disabled learners is reported.

*Student Status Measure #6: Rural Residency Status*

**Definition:** *Learner who resides in a place with a population less than 2,500 and outside an urbanized area. An urbanized area includes a population of 50,000 or more in a city and adjacent areas of high density.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, learner residency in a rural area is determined by learner self-report or documentation.

**Reporting:** Total number of learners living in rural areas is reported.

*Secondary Student Status Measure #7: Displaced Homemaker*

**Definition:** *Learner has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports whether the learner is a displaced homemaker.

**Reporting:** Total number of displaced homemakers is reported.

*Secondary Student Status Measure #8: Single Parent Status*

**Definition:** *Learner has sole custodial support of one or more dependent children.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports whether the learner is a single parent.

**Reporting:** Total number of single parents is reported.

*Secondary Student Status Measure #9: Dislocated Worker*

*Definition: An individual who received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports whether the learner is a displaced worker.

**Reporting:** Total number of dislocated workers is reported.

*Secondary Student Status Measure #10: Learning Disabled Adult*

*Definition: Learners with IQs in the low average and above (70+ to any level) who have 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.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports whether the learner is learning disabled.

**Reporting:** Total number of learning disabled adults is reported.

*Student Status Measure #11: School District of Residence*

*Definition: School district in which the learner's place of residence is located.*

- ❖ **xxxx-xx Name** (district number-district type district name; e.g., 0281-01 Robbinsdale)

**Applicable Population:** All learners.

**Collection Procedure:** At intake, individual learner reports the school district in which their residence is located.

**Reporting:** Total number of learners by school district.

*Student Status Measure #12: County of Residence*

*Definition: County in which the learner's place of residence is located.*

- ❖ **xx Name** (county number county name; e.g., 01 Aitkin)

**Applicable Population:** All learners.

**Collection Procedure:** At intake, individual learner reports the school district in which their residence is located.

**Reporting:** Total number of learners by school district

### *Student Status Measure #13: Low Income Status*

**Definition:** *The learner receives or is a member of a family that received a total family income in the six months prior to enrollment of 70 percent of the income level standard for a family of that size; or the learner is receiving or is a member of a family that is receiving cash assistance payments from Federal or state agencies for Food Stamps; or the learner can be designated as homeless under the McKinney Act.*

**Applicable Population:** All learners.

**Collection Procedure:** At intake, referring agency or individual learner reports whether the learner is low income.

**Reporting:** Total number of low-income learners is reported.

## **Student Participation Measures**

### *Student Participation Measure #1: Contact Hours*

**Definition:** *Report all contact hours as described in Adult Basic Education Policy: Contact Hour Definition.*

**Applicable Population:** All learners.

**Collection Procedure:** Instructor or program staff records contact hours as they are provided. Note time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction.

**Reporting:** Total number of hours is reported.

### *Student Participation Measure #2: Program Enrollment Type*

**Definition:** *Learner is enrolled in the following programs or institutions:*

- ❖ **Family Literacy Programs**—A family literacy must have four components: adult literacy, parenting, parent-child interaction and early childhood education.
- ❖ **Workplace Literacy Programs**—A program designed to improve the literacy skills needed to perform a job and at least partly under the auspices of an employer.
- ❖ **Program for the Homeless**—A program designed for homeless adults. Homeless adults are adults lacking a fixed, regular nighttime residence or have a residence which is: (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill); (2) an institution that provides temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term “homeless adult” does not apply to any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.
- ❖ **Programs for Work-Based Project Learners**—Short-term courses of at least 12 hours but no more than thirty hours duration designed to teach specific work-based skills and specifying the educational outcomes and standards for achievement. Project learners are not counted for the educational gain measure and are not assigned an educational functioning level. No other outcome measures are reported for project learners.
- ❖ **Programs in Correctional Facilities**—Any prison, jail reformatory, work farm, detention center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

- ❖ **Community Corrections Programs**—A community-based rehabilitation facility or halfway house.
- ❖ **Other Institutional Program**—Any other medical or special institution.
- ❖ **Distance Education**—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive both distance education and traditional classroom instruction during a program year (such as through a blended distance-classroom approach or concurrent enrollment in both types of instruction), programs should indentify the participant as participating in a distance education program if 75% or more of the participants hours were accrued according to Minnesota’s Contact Hour Policy for On Line/Distance Learning.

**Applicable Population:** All learners.

**Collection Procedure:** At intake, program counts learner as entering the appropriate program or category.

**Reporting:** Total number of learners in each program or category is reported. The number of learners in each program type can be used to analyze the performance of these participants separately from the overall adult education population.

## **Outcome Measures**

### ***Core Outcome #1: Educational Gain***

***Definition:*** *Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program.*

**Applicable Population:** All learners excluding work-based project learners.

**Collection Procedure:** At intake, an individual learner’s educational functioning level as described in the Assessment Requirements and Procedures section (pg. 19). The functional level descriptors and test score ranges describe what a learner entering that level can do in the areas of reading and writing, numeracy, speaking and listening and/or functional or workplace skills. Programs need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused. If the learner is functioning at different levels in the areas assessed, the lowest functioning level should be the basis for initial placement. To determine gain, the learner should be tested again at least once after a standard instructional period, at the end of the class or at the end of the program year. If more than one test is given, the latest assessment should be used to determine advancement. An “advance” or “completion” is recorded if, according to a subsequent assessment, the student has skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement. The lowest functioning level should again be used to make this determination. The Educational Functioning Level Descriptors tables (pg. 21) provide entry-level descriptors and test score ranges for the educational functioning levels.

**Reporting:** Total number of learners who complete a level during the program year is reported and a rate or percentage of level completion can be computed. The number who continue in the program after completing a level, the number who fail to complete a level and leave the program and the number who remain in the same level are recorded to obtain a fuller picture of student flow and retention.



## ***Core Outcome #2: Entered Employment***

***Definition:*** *Learner obtains a job before the end of the first quarter after the program exit quarter.*

**Applicable Population:** Learners who are not employed at time of entry and who have a main or secondary goal of obtaining employment.

**Collection Procedure:** At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit quarter by learner self-report and by local follow-up survey or data matching procedures. Note employment can be recorded while the student is enrolled. *Employment* is defined as working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. The *exit quarter* is the quarter when instruction ends; the learner terminates, or has not received instruction for 90 days and is not scheduled to receive further instruction.

**Reporting:** Total number of learners in the workforce who are unemployed at entry and had a main or secondary goal of obtaining employment is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the students social security number.

## ***Core Outcome #3: Retained Employment***

***Definition:*** *Learner remains employed in the third quarter after exit quarter.*

**Applicable Population:** Learners who, at time of entry were not employed and had a main or secondary goal of obtaining employment, and who entered employment by the first quarter after exit quarter; or learner is employed at entry and has a primary or secondary goal of improved or retained employment.

**Collection Procedure:** For students who obtain a job while enrolled, retained employment is measured in the third quarter after obtaining the job. For students who obtain a job within the first quarter after the exit quarter and students who are employed at entry and had a goal of improved employment, retained employment is measured in the third quarter after exit quarter.

**Reporting:** Total number of learners in the workforce who were not employed at entry, had a primary or secondary goal of obtaining employment and who entered employment; and learners employed at entry with a primary or secondary goal of improved or retained employment is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the students social security number.

## ***Core Outcome #4: Receipt of a Secondary School Diploma***

***Definition:*** *Learner obtains a diploma, or state-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).*

**Applicable Population:** All learners with a main or secondary goal of obtaining a secondary school diploma or its recognized equivalent.

**Collection Procedure:** Secondary school diploma attainment is recorded anytime during the program year.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the learner's social security number.

***Core Outcome #5: Receipt of GED***

***Definition:*** *Learner obtains certification of attaining passing scores on the General Education Development (GED) tests.*

**Applicable Population:** All learners with a main or secondary goal of passing the GED tests.

**Collection Procedure:** GED test passage attainment is recorded anytime during the program year.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the learner's social security number.

***Core Outcome Measure #6: Placement in Postsecondary Education***

***Definition:*** *Learner enrolls in a postsecondary educational program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.*

**Applicable Population:** All learners with a goal of placement in postsecondary education.

**Collection Procedure:** Placement is recorded any time during the program year.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the learner's social security number.

***Core Outcome #7: Placement in Postsecondary Training***

***Definition:*** *Learner enrolls in an occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.*

**Applicable Population:** All learners with a goal of placement in postsecondary training.

**Collection Procedure:** Placement is recorded any time during the program year.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the learner's social security number.

***Project Learner #1: Completed Work-based Project Learner Activity***

***Definition:*** *Learner acquires the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours duration.*

**Applicable Population:** Learners enrolled in a short-term course and designated at entry as work-based project learners.

**Collection Procedure:** At intake, the individual learner is identified as a work-based project learner and as entering a project learning instructional activity. The instruction must be designed to teach work-based skills and must specify the educational outcomes and standards for achievement. The final assessment of skill achievement must be a standardized test or a performance-based assessment with standardized scoring rubrics.

**Reporting:** Total number of learners who completed a work-based project learner activity is recorded. A rate or percentage can be computed by dividing this total by the total relevant population (number of work-based project learners). Project learners are not counted for the educational gain measure and are not assigned an educational functioning level. No core outcome measures are reported for project learners.

***Secondary Employment Outcome #1: Reduction in Receipt of Public Assistance***

***Definition:*** *Learner's Minnesota Family Investment Plan (MFIP) grant eliminated due to employment or increased income.*

**Applicable Population:** Learners who are participating in MFIP at the time of enrollment in the program.

**Collection Procedure:** At intake, individual learner's public assistance receipt status (MFIP participation) is collected. Information on elimination of the grant is recorded by learner self-report and by local survey or data matching methodology.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not), the status of the goal (met or unmet) and the learner's social security number.

***Secondary Community Outcome #1: Achieved Citizenship Skills***

***Definition:*** *Learner attains the skills needed to pass the U.S. citizenship exam.*

**Applicable Population:** All learners with a main or secondary goal of obtaining citizenship skills.

**Collection Procedure:** Attainment of skills needed to pass the U.S. citizenship exam are assessed and recorded by program staff.

**Reporting:** Total number of learners who obtained skills to pass the citizenship exam is reported. A proportion or rate can be computed by dividing this total by the total relevant population (number of learners who enrolled in citizenship classes or had a main or secondary goal of citizenship).

***Secondary Community Outcome #2: Voting Behavior***

***Definition:*** *Learner registers to vote or vote for the first time during instruction anytime during the program year.*

**Applicable Population:** All learners who, at time of enrollment, are not registered to vote or who have never voted. Note that there is no corresponding goal/reason for attending or student status measure for this outcome.

**Collection Procedure:** Information on voting or voter registration is obtained through learner self report and by local program survey.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not) and the status of the goal (met or unmet).

***Secondary Community Outcome #3: General Involvement in Community Activities***

***Definition:*** *Learner increases involvement in the following community activities:*

- ❖ Attending or organizing meetings of neighborhood, community or political organizations;
- ❖ Volunteering to work for such organizations;
- ❖ Contributing to the support of such organizations; and
- ❖ Volunteering to work on community improvement activities.

**Applicable Population:** All learners. Note that there is no corresponding goal/reason for attending or student status measure for this outcome.

**Collection Procedure:** Information on increased involvement in community activities is obtained through learner self report and by local program survey.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not) and the status of the goal (met or unmet).

### ***Secondary Family Outcome #1: Involvement in Children’s Education***

***Definition:*** *Learner increases involvement in the education of dependent children under his or her care, including:*

- ❖ Helping children more frequently with their school work;
- ❖ Increased contact with children’s teachers to discuss children’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.

**Applicable Population:** All learners, those enrolled in family literacy programs.

**Collection Procedure:** Information on increased involvement in children’s education is obtained through learner self-report and by local program survey.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not) and the status of the goal (met or unmet).

### ***Secondary Family Outcome #2: Involvement in Children’s Literacy-Related Activities***

***Definition:*** *Learner increases involvement in the literacy-related activities of dependent children under his or her care, including:*

- ❖ Reading to children;
- ❖ Visiting a library; and
- ❖ Purchasing books or magazines for children.

**Applicable Population:** All learners, particularly those enrolled in family literacy programs.

**Collection Procedure:** Information on increased involvement in children’s literacy related-activities is obtained through learner self report and by local program survey.

**Reporting:** Total number of learners who had this goal is reported along with related data elements including: the status of the local follow-up effort (contacted or not) and the status of the goal (met or unmet).

**Section II**  
**Required Data Elements and Collection Procedures**

**Data Elements by Collection Method/Collection Time**

<b>Data Element</b>	<b>Methodology</b>
<b>Student Identification</b>	
Name	Direct program report (intake)
Social Security Number (optional)*	Direct program report (intake)
<b>Demographic Measures</b>	
Ethnicity	Direct program report (intake)
Gender	Direct program report (intake)
Age	Direct program report (intake)
<b>Student Status Measures</b>	
<i>Goal(s)/Reasons for attending (main and secondary)</i>	<i>Direct program report (intake)</i>
Educational functioning level at intake	Direct program report (intake)
Labor force status	Direct program report (intake)
Public assistance status	Direct program report (intake)
Disability status	Direct program report (intake)
Rural residency status	Direct program report (intake)
Displaced homemaker	Direct program report (intake)
Single parent status	Direct program report (intake)
Dislocated worker status	Direct program report (intake)
Learning disabled adult	Direct program report (intake)
School district of residence	Direct program report (intake)
County of residence	Direct program report (intake)
<b>Student Participation Measures</b>	
Contact hours	Direct program report (ongoing)
Program enrollment type(s)	Direct program report (intake/ongoing)
Pre-test Results	Direct program report (intake/ongoing)
Post-test Results	Direct program report (intake/ongoing)
<b>Outcome Measures</b>	
Educational gain	Direct program report (assessment)*
Entered employment	Direct program report (ongoing)**
Retained employment	Direct program report (ongoing)**
Receipt of a secondary school diploma	Direct program report (ongoing)*
Receipt of a GED	Direct program report (ongoing)**
Placement in postsecondary education	Direct program report (ongoing)**
Placement in postsecondary training	Direct program report (ongoing)**
Completed work-based project learner activity	Direct program report (assessment)*
Achieved citizenship skills	Direct program report (assessment)*
Reduction in public assistance	Direct program report (ongoing)*
Voting behavior	Direct program report (ongoing)*
Involvement in community activities	Direct program report (ongoing)*
Involvement in children's education	Direct program report (ongoing)*
Involvement in children's literacy activities	Direct program report (ongoing)*
* By local follow-up	
** By data match	

## **Student Identification**

**Name**—Students first and last name should be recorded.

**Social Security Number**—Students social security number may be collected as provided for in Minnesota Statutes section 124D.52, subdivision 7 and 13.32 (m).

## **Procedures for Collecting Student Demographic Measures**

These measures should be collected at intake into the program. More extensive definitions are included in section II.

**Ethnicity**—Student ethnicity should be coded into one of the following categories by the student or through observation by staff:

- ✓ American Indian or Alaskan Native
- ✓ Asian
- ✓ Native Hawaiian or Pacific Islander
- ✓ Black or African American, not Hispanic Origin
- ✓ Hispanic or Latino
- ✓ White, not Hispanic Origin

**Gender**—Student gender should be coded as male or female by the student or through observation by staff.

**Age**—Student birthdate should be recorded by the student or by staff from documentation, such as student identification or documentation from a referring agency.

## **Procedures for Collecting Student Status Measures**

**Learner goals or reasons for attending (optional)**—For state and federal reporting purposes, the student can designate at intake a *main* reason and, if applicable, a *secondary* reason for attending the adult education class. At least one goal must be selected. Local staff, such as the teacher or a counselor should assist the student in selecting these goals as part of the process for developing the student's Personal Education Plan (see Assurances item 1). The selection of a goal is important, since the program performance will be assessed by comparing students' outcomes to their stated goals. For example, in examining employment measures, a rate or percentage will be computed by dividing the number of students who obtained a job with the number of students who designated obtaining a job as a goal. Note that programs may choose to record and track additional goals, e.g. obtain drivers license, for local program purposes. The main and secondary goals to be used for state and federal reporting are:

- ✓ Improve basic literacy skills
- ✓ Improve English language skills
- ✓ Obtain a job
- ✓ Retain current job
- ✓ Earn a secondary school diploma
- ✓ Earn a GED certificate
- ✓ Enter postsecondary education
- ✓ Enter postsecondary training
- ✓ Achieve work-based project learner goal
- ✓ Obtain citizenship skills

**Educational Functioning Level at Intake**—At intake, an individual learner's educational functioning level is determined by pre-testing with the appropriate CASAS test and by comparing the learners functioning to the CASAS score ranges and level descriptors included in the Educational Functioning Levels Descriptors tables. Note that Work-based Project Learners need not be assigned an educational functioning level. The levels to be used are:

- ✓ ABE Beginning Literacy
- ✓ ABE Beginning Basic Education
- ✓ ABE Intermediate Low
- ✓ ABE Intermediate High
- ✓ ASE Low
- ✓ ASE High
- ✓ ESL Beginning Literacy
- ✓ ESL Beginning
- ✓ ESL Intermediate Low
- ✓ ESL Intermediate High
- ✓ ESL LowAdvanced
- ✓ ESL High Advanced

**Labor force status**—Student employment status at the time of entry into the program should be recorded by the student or by staff from documentation from a referring agency into the following categories:

- ✓ Employed
- ✓ Unemployed
- ✓ Not in the labor force

**Public assistance status**—Record whether the student is receiving any of the following forms of financial assistance from public agencies. Public assistance status should be recorded by the student or by staff from documentation from a referring agency into the following categories:

- ✓ Yes - MFIP
- ✓ Yes - Other
- ✓ No or *blank*

**Disability status**—Record whether the student has a physical, mental or learning disability that restricts one or more major life activities, such as walking, seeing, hearing or learning. A disability should be recorded if it can be directly observed, is documented, or can be assessed through a valid assessment instrument or procedure designed to identify disabilities.

**Rural residency status**—Record whether the learner resides in a rural area—i.e., a place with a population of less than 2,500 and not near any metropolitan area with a population greater than 50,000 from student self-report or documentation.

**Displaced homemaker**—Designate a learner as a displaced homemaker if he or she has been providing unpaid services to family members in the home and has been dependent on the income of another family member, but at enrollment is no longer supported by that income. The learner must also be unemployed or underemployed and having difficulty obtaining a job. Obtain this information through self-report or documentation from referring agency.

**Single parent status**—Record whether the learner has sole custodial support of one or more dependent children from self-report or documentation.

**Dislocated worker status**—Designate a learner as dislocated if he or she has been laid off of a job or has received notice of impending layoff. Obtain this information from self-report or documentation.

**Learning-disabled adult**—Designate a learner as a learning disabled adult if he or she has deficits related to neurological impairments in capacity in defined limited areas related to learning. Obtain this information from self-report or documentation.

## **Procedures for Collecting Participation Measures**

**Contact Hours**—Contact hours are the number of instructional hours the learner receives. All time the learner spends in a program-sponsored activity designed to promote student learning in the curriculum should be counted. Activities to count include: time in class receiving instruction; time in a learning lab, such as a computer lab; time spent with a program-sponsored tutor; and time on assessment activities, including initial assessment and follow-up tests, such as post-tests.

Teachers or other instructional staff in the classroom are normally responsible for recording attendance hours, although students can also directly record their attendance through a classroom log. Attendance should be recorded individually for each student every time the class meets and for all adult education classes in which the student is enrolled. Teachers should submit contact hours on a regular basis for entry into the program's data management system. Frequent reporting, such as weekly or monthly, is recommended to reduce the possibility of error. Paper copies that record daily students attendance hours should be retained for audit purposes.

**Program Enrollment Type**--Indicate the program component(s) in which the student is enrolled. This designation allows for separate analyses of students enrolled in individual program areas. Enrollment in other program components must be explicitly recorded.

- ✓ Family literacy
- ✓ Workplace literacy
- ✓ Program for the homeless
- ✓ Correctional facility
- ✓ Community corrections program
- ✓ Other institutional program.

## **Procedures for Collecting Outcome Measures**

**Educational Gains**—As described in the *Assessment Requirements and Procedures* section, educational gains should be determined by pre- and post-testing with the appropriate assessments and by comparing the student's performance to the educational functioning level descriptors. Level changes may be recorded only for those students who have been post-tested and whose post-test score falls in the test score range of a higher educational functioning level.

**Entered Employment, Retained Employment, Receipt of a GED**—For learners who have any of these goals as a main or secondary goal, record attainment of the goal at any time during a learner's participation in the program. *(For those programs that choose to collect SS#, these outcomes will also be followed-up by data matching. Programs choosing not to collect SS# must follow-up by local survey)*

**Receipt of Secondary Diploma, Placement in Postsecondary Education, Placement in Postsecondary Training (Optional)**—For learners who have any of these goals as a main or secondary goal, record attainment of the goal at any time during a learner's participation in the program. *(Programs must also follow-up by local survey.)*

**Completed Work-based Project Learner Activity**—For learners whose goal is to achieve a work-based project learner goal, completion should be determined by post-testing.

**Achieved Citizenship Skills**—For all learners whose primary or secondary goal is to achieve citizenship skills achievement should be determined by post-testing.

**Reduction in Public Assistance**—For all learners who are participating in MFIP and/or receiving some other form of public assistance at intake, record if the learner stops receiving public at any time during their participation in the program. *(This outcome may also be followed-up either by local survey.)*



**Voting Behavior**—For all learners who at time of enrollment are not registered to vote or have never voted, record if they register or vote for the first time. *(This outcome must also be followed-up by local survey.)*

**Involvement in Community Activities**—For all learners, record if they increase their involvement in community activities. *(This outcome must also be followed-up by local survey.)*

**Involvement in Children’s Education or Literacy Activities**—For all learners, especially those participating in family literacy programs, record if they increase involvement in their children’s education or literacy-related activities. *(This outcome must also be followed-up by local survey.)*

## **Data Collection Steps**

- Step #1: For all learners, at intake collect and record all applicable demographic and student status measures.
- Step #2: For all learners, at intake identify and record the learner's primary and, if applicable secondary goals/reason(s) for attending.
- Step #3: For learners who are participating in *Family Literacy Programs, Workplace Literacy Programs, Programs for the Homeless, Programs for Work-based Project Learners, Programs in Correctional Facilities, Community Corrections Programs, Other Institutional Programs*, and Distance Education, record the program(s) in which they are participating.
- Step #4: For all learners *except those whose only identified goal/reason for attending is work-based project achievement*, at or shortly after intake determine their initial educational functioning level.
- Step #5: For all learners, on an ongoing basis record hours of participation.
- Step #6: For all learners, determine outcomes as follows:
- For all learners *except those whose only identified goal is work-based project achievement or who have a personal goal only (no NRS goal)*, follow state and consortium post-testing policy, record test scores and determine level changes if any.
  - For all learners whose goal is work-based project achievement or citizenship skills achievement, follow appropriate consortium post-testing policy.
  - For all learners with the following main and/or secondary goals—obtain a job, retain current job, earn a GED—record achievement of those goals on an ongoing basis optional.
  - For all learners with the goal of earning a diploma—record achievement of that goal as determined by district staff.
  - For all learners, especially those participating in Family Literacy Programs, record achievement of increased involvement in their children's education or literacy-related activities as determined by self-report during program participation or by follow-up survey.
  - For learners receiving public assistance at the time of program entry, indicate if they have left public assistance as determined by self-report during program participation or by follow-up survey.
  - For learners who had not previously registered to vote or voted, record voting activity as determined by self-report during program participation or by follow-up survey.
  - For all learner, record increased community involvement as determined by self-report during program participation or by follow-up survey.

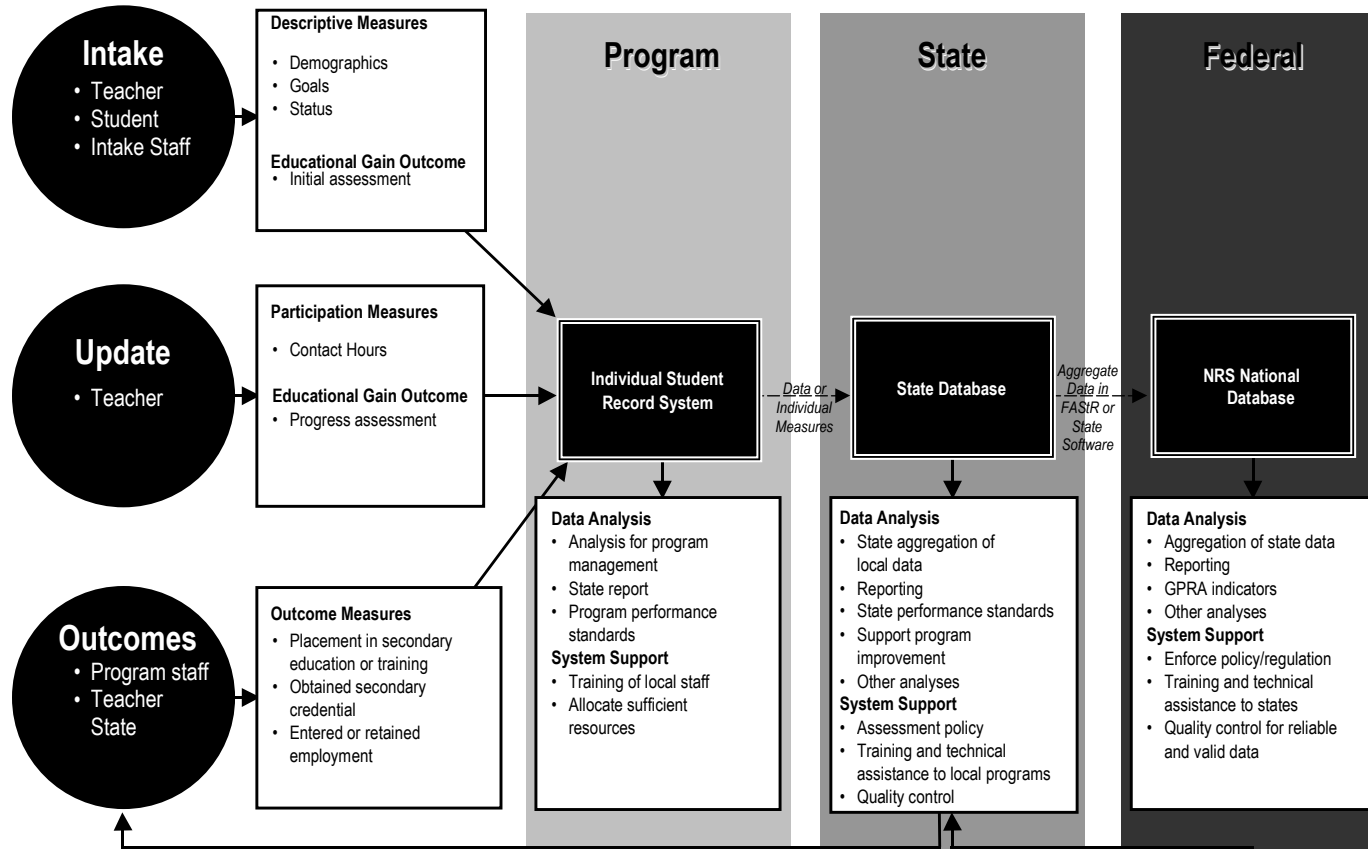
## **Agency Roles**

The following table shows the role programs, states and the Federal government have in supporting the ABE reporting system. Local programs are the key partners in the system, as they must allocate sufficient resources to collect the information from students—the descriptive, participation and outcome measures that comprise the database. For these data to be meaningful on a statewide and national basis, however, data collection procedures must be standardized across all programs within the state. That is, the data must be collected in the same way by all programs to make it comparable. Due to this central role of local programs, it is critical that local program staff:

- ❖ Understand the definitions of each measure and know how to record these measures;
- ❖ Understand the procedures for assessing students for placement into educational functioning levels and assessing progress;
- ❖ Understanding how to correctly record and report data to the state.

# Agency Roles

## Site Procedures



## Section III

### Assessment Requirements and Procedures

#### Assessing Work-based Project Learner Completion

Work-based project learners are enrolled in an instructional or training course that has at least 12 hours and no more than 30 hours of scheduled instruction. The course must be designed to teach work-based literacy skills. The skills the student is to learn, as well as the method for assessing these skills and the standards for achievement, must be explicitly stated prior to beginning the course. To count as having completed the activity, the learner must demonstrate achievement of the skills at the level of the agreed upon standard.

Students designated as work-based project learners should have “achieve work-based project learner goal” designated as their primary goal for attending. Once a student is designated as a work-based project learner, that student is not assigned an educational functioning level and no additional outcomes are to be collected on that learner.

Work-based project learning should not be confused with workplace literacy programs, which are also designed to teach workplace skills. Workplace literacy programs are of longer duration or are open-ended and generally teach a broader range of literacy skills (see definition in Data Definitions section). Students enrolled in workplace literacy programs are counted under the required core outcome measures.

#### Assessing Citizenship Skills

This measure is included to document learning gains of students who are enrolled in classes designed to give them the literacy skills and substantive knowledge to pass the citizenship exam. These students should have obtained citizenship skills designated as their primary goal for attending. To determine whether students have achieved these skills, program staff should administer a practice citizenship test, sample forms and speaking tests, at the conclusion of the citizenship class.

#### Assessing Educational Functioning Level

##### **Pre-Testing**

Effort should be made to obtain one or more valid pre-test scores using an adult appropriate standardized test that has been equated to the NRS educational functioning levels (Please see the *Minnesota ABE Assessment Policy* for allowable tests). All participating students must be pre-tested within the first 12 hours of ABE participation except students designated as work-based project learners. Testing should focus on the area(s) for which instruction will be provided. Entering Educational Functioning Levels should be based on the area with the lowest test score. All testing must be conducted in accordance with test publisher guidelines. Beginning in program year 2006-07, all staff administering a test for purposes of establishing Educational Functioning Levels must have completed the publisher’s required training, e.g. the training required by CASAS to be able to purchase their testing materials or by CAL to purchase the BEST Plus.

##### **Post-Testing**

Programs may have a variety of purposes for pre- and post-testing including: providing feedback to students regarding progress, assessing whether mandated participants are making adequate progress, evaluating courses or programs, and others. With regard to the Minnesota ABE Reporting System, the purpose for post-testing students is to document level changes. Programs may devise and follow a post-testing strategy that efficiently meets the above purposes and blends

well with other program activities. Given a variety of workable strategies, programs should follow the strategy that maximizes the number of students who are post-tested. Regardless of the strategy used, students should accumulate no less than 45-60 hours of instruction between pre- and post-testing. Students should be post-tested using a test(s) other than the pre-test, but from the same series and content area(s) used for pre-testing, e.g. a student whose entering educational functioning level was based on a reading pre-test from the CASAS Life Skills Series should be post-tested using a reading test from the Life Skills Series. Programs must annually increase the proportion of students who are both pre- and post-tested until a rate of at least 60% is reached.

### **Testing Exceptions**

Students who are initially placed at the High Adult Secondary Education level and who have a goal of passing the GED or obtaining a high school diploma need not be post-tested. Students who will be placed at the Beginning ESL Literacy level and for whom standardized test proves too difficult should be assigned the lowest score associated with CASAS forms 27 and 28.

### **Accommodations**

Programs should follow the guidelines provided by test publishers when using assessments with students who have disabilities. Detailed guidance for assessing students with disabilities can be found in the *Learners With Disabilities Adult Basic Education Resource Guide* Chapter 2.

### **Educational Functioning Level**

The National Reporting System Education Functioning Levels with defining test scale scores are listed below. For information regarding approved tests, please see the Minnesota ABE Assessment Overview.

**Outcome Measures Definitions**

**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS**

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy                      Test benchmark:                      TABE scale scores:                          Reading 367 and below                          Total Math 313 and below                          Language 392 and below                      CASAS scale scores                          Reading 200 and below                          Math 200 and below</p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education                      Test benchmark:                      TABE scale scores:                          Reading: 368–460                          Total Math: 314–441                          Language: 393–490                      CASAS scale scores                          Reading: 201–210                          Math: 201–210</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. 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); and can read want ads and complete simple job applications.</p>
<p>Low Intermediate Basic Education                      Test benchmark:                      TABE scale scores:                          Reading: 461–517                          Total Math: 442–505                          Language: 491–523                      CASAS scale scores                          Reading: 211–220                          Math: 211–220</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 a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and 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 and 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; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</p>

**Outcome Measures Definitions**

**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS**

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>High Intermediate Basic Education</b>                      Test benchmark:                      TABE scale scores:                          Reading: 518–566                          Total Math: 506–565                          Language: 524–559                      CASAS: scale scores                          Reading: 221–235                          Math: 221–235</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and 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 multistep 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, and can follow simple instructions for using technology.</p>
<p><b>Low Adult Secondary Education</b>                      Test benchmark:                      TABE scale scores:                          Reading: 567–595                          Total Math: 566–594                          Language: 560–585                      CASAS scale scores                          Reading: 236–245                          Math: 236–245</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and 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; and can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multistep 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; and can interpret the appropriate use of new software and technology.</p>
<p><b>High Adult Secondary Education</b>                      Test benchmark:                      TABE scale scores:                          Reading: 596 and above                          Total Math: 595 and above                          Language: 586 and above                      CASAS scale scores                          Reading: 246 and above                          Math: 246 and above</p>	<p>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and 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, and individual can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and 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.</p>



**Outcome Measures Definitions**

**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS**

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Beginning ESL Literacy</b>                      Test benchmark:                      CASAS scale scores                      Reading 180 and below                      Listening 162-180                      BEST Plus: 400 and below (SPL 0–1)</p>	<p>Individual cannot speak or understand English, or understands only isolated words or very simple learned phrases.</p>	<p>Individual has no or minimal reading or writing skills in any language. May be able to recognize and copy letters, numbers and a few words (e.g. own name). May have little or no comprehension of how print corresponds to spoken language. Individual may have difficulty using a writing instrument.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.</p>
<p><b>Low Beginning ESL</b>                      Test benchmark:                      CASAS scale scores                      Reading: 181–190                      Listening: 181–189                      BEST Plus: 401–417 (SPL 2)</p>	<p>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.</p>	<p>Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.</p>	<p>Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.</p>
<p><b>High Beginning ESL</b>                      Test benchmark:                      CASAS scale scores                      Reading: 191–200                      Listening: 190–199                      BEST Plus: 418-438 (SPL 3)</p>	<p>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.</p>	<p>Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading.</p> <p>Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.</p>	<p>Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.</p>

**Outcome Measures Definitions**

**EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS**

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>Low Intermediate ESL</b>                      Test benchmark:                      CASAS scale scores                      Reading: 201–210                      Listening: 200–209                      BEST Plus: 439–472 (SPL 4)</p>	<p>Individual expresses basic survival needs and participates in some routine social conversations, although with some difficulty. Understands simple learned phrases easily and some new phrases containing familiar vocabulary spoken slowly with repetition. Asks and responds to questions in familiar contexts. Has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Individual can write simple notes and messages on familiar situations but may lack variety in sentence structure, clarity and focus of writing. Shows some control of basic grammar (e.g., present and past tense) and spelling. Uses some punctuation consistently (e.g., periods, commas, question marks, capitalization, etc.)</p>	<p>Individual can interpret simple directions, schedules, signs, and maps, etc. Completes 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 clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).</p>
<p><b>High Intermediate ESL</b>                      Test benchmark:                      CASAS scale scores                      Reading: 211–220                      Listening: 211–218                      BEST Plus: 473–506 (SPL 5)</p>	<p>Individual participates in conversation in familiar social situations. Communicates basic needs with some help and clarification. Understands learned phrases and new phrases containing familiar vocabulary. Attempts to use new language but may be hesitant and rely on descriptions and concrete terms. May have inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, logical order). Can use word analysis skills and context clues to determine meaning with texts on familiar subjects. Individual can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures. Can self- and peer-edit for spelling, grammar, and punctuation errors.</p>	<p>Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and 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. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</p>

<p><b>Advanced ESL</b>  Test benchmark:  CASAS scale scores  Reading: 221–235  Listening: 219–227  BEST Plus: 507–540 (SPL 6)</p>	<p>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</p>	<p>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</p>	<p>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</p>
---	--	---	---

## *Section IV* *Quarterly Desk Audit*

### **Desk Audit**

Minnesota ABE consortia may be audited by Minnesota Department of Education staff at any time during the program year.

### **Data Entry Schedule**

All programs must have all student information entered and up to date quarterly according to the following schedule:

<b><u>Quarter</u></b>	<b><u>Date Due</u></b>
1 <sup>st</sup> Quarter (Data entry complete for May 1 through July 31)	September 15
2 <sup>nd</sup> Quarter (Data entry complete for May 1 through October 31)	December 15
3 <sup>rd</sup> Quarter (Data entry complete for May 1 through January 31)	March 15
4 <sup>th</sup> Quarter (Data entry complete for May 1 through April 30)	June 15

## *Section IV* *2012 NRS Changes Addendum*

- 1. Replace goal-setting with automatic cohort identification as a means for defining the population of students on which States report the NRS follow-up measures of (a) employment, (b) obtaining a secondary credential and (c) entry into postsecondary education or training.***

### **A. Employment Measures**

The NRS requires States to identify who among their unemployed students has a goal of “entered employment” and to follow up only with these students after they exit the adult education program to determine whether they have entered employment. States must also follow students who obtain employment after program exit to determine whether they have retained employment.

The data over the last three program years (PYs) indicate that States are under-setting the employment goals. The national percentage of unemployed students who exited the program with employment goals currently ranges from 18 percent to 22 percent. Many States have reported substantially lower percentages of students with

employment goals. For example, in PY 2008–2009, one State reported that less than 4 percent of its unemployed students who exited the program had a goal of entering employment.

Furthermore, the number of students with employment-related goals set and met over the last several years fluctuates among States. This variation suggests instability in the data that likely is due to problematic goal setting, such as not setting an employment goal for unemployed students who are seeking a job) and data collection practices rather than differences in the student population over the years. Consequently, it appears that the policy that allows local programs to set individual student goals related to employment results in outcome data that is of limited use as a measure of accountability.

To correct this problem and thereby improve the quality of data, OVAE will discontinue the use of goal-setting as a means for States to identify students to track to determine employment. Instead, States will be required to automatically designate all students who are unemployed and in the labor force as the cohort for which “entered employment” must be tracked. In addition, States will automatically designate all students who enter the program employed as the cohort for which “retained employment” must be tracked.

The revised text to the *Implementation Guidelines* with the proposed changes for the entered and retained employment measures is shown below in bold italics.

## 1) Proposed Changes to the Definition and Reporting of Entered Employment

**Definition:** Learner enters employment by the end of the first quarter after the program exit quarter. Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the learner. The exit quarter is the quarter when instruction ends, the learner terminates or has not received instruction 90 days, and is not scheduled to receive further instruction. A job attained while a learner is enrolled can be counted for entered employment and reported if the learner is still employed in the first quarter after exit from the program.

**Applicable Population:** Learners who are not employed at time of entry *and in the labor force* who exit during the program year.

**Federal Reporting:** States report the total number of *unemployed* learners *in the workforce* who enter employment and exit during the program year and the total number of learners in the workforce who are unemployed at entry who exit during the program year. Entered employment rate is computed by dividing these numbers.

## 2) Proposed Changes to the Definition and Reporting of Job Retention

**Definition:** Learner remains employed in the third quarter after program exit.

**Applicable Population:** Learners who, at time of entry, were not employed *and in the workforce*, who enter employment by the first quarter after exit quarter, and learners employed at entry.

**Federal Reporting:** States report the total number of learners *in the applicable population who are employed in the third quarter after program exit* and the total applicable population (i.e., the number of learners in the workforce who were unemployed at entry, and who entered employment; and learners who are employed at entry). *The retained employment rate is computed by dividing these numbers.*

## B. Obtaining a Secondary Credential Measure

The NRS requires States to report attaining a secondary credential or passing the GED tests for students who set this outcome as a goal. States must track these students after they exit the adult education program to determine whether the students obtained the credential. OVAE will discontinue goal-setting in the collection of the other NRS follow-up measures (employment and postsecondary entry) because data indicate that local programs may not be effective in setting goals, thus resulting in measures of questionable utility.

Although goal-setting and reporting for the secondary credential measure appear to suffer less from inconsistent goal setting, to achieve consistency and simplify reporting, OVAE will eliminate goal-setting for the secondary credential attainment measure. States will instead be required to report the total number of enrolled students who take all the GED tests during the year and the number who pass them to calculate a pass rate. States with adult high schools will report the number of students in the NRS high Adult Secondary Education (ASE) level who obtain a high school diploma. States with an External Diploma Program (EDP) will report the number of students enrolled in the assessment phase who obtain a high school diploma.<sup>1</sup>

The revised text to the *Implementation Guidelines* with the proposed changes for the measure of obtaining a secondary credential measure is shown below in bold italics.

### 1) Proposed Changes to the Definition and Reporting of Obtaining a Secondary Credential Measure

---

<sup>1</sup> The “total students” included would be all students who take all five GED tests, or enroll in adult high school credit programs, or enroll in the EDP. The performance measure would be the number of students who passed all the GED tests, or received their high school diplomas, divided by this total.

**Definition:** The learner obtains certification of attaining passing scores on GED tests, or the learner obtains a diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

**Applicable Population:** All learners *who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the EDP* who exit during the program year.

**Federal Reporting:** States report the total number of learners *in the applicable population (see above) and the number of learners who pass all GED tests or obtain* secondary school diplomas. To compute a rate or percentage of attainment, the number of students receiving a secondary school diploma or GED is divided by the total number of learners *in the applicable population* who exit during the program year. Note that if a State has a policy officially recognizing attainment of a foreign language GED as receipt of a secondary school diploma or its recognized equivalent, the State may also report attainment of a foreign language GED in the NRS for adult literacy.

### C. Entry into Postsecondary Education or Training Measure

The NRS requires States to report student entry into postsecondary education or training for the students who set this outcome as a goal. Local programs must follow up with these students after they exit the adult education program to determine whether they entered postsecondary education or training.

The data indicate that States may not be effective in setting the postsecondary entry goal. Over the last three program years, the national percentage of students with this goal averaged about 27 percent of students at the high adult secondary education (ASE) level and about 12 percent of all ASE students. Many States have reported less than 30 percent of students in ASE have postsecondary entry goals.

In addition, the number of students with postsecondary entry goals set and met over the last several years fluctuates greatly within individual States. This variation suggests instability in the data that is likely due to problematic goal-setting and data-collection practices rather than differences in the student population over the years. Consequently, it appears that the data on postsecondary entry are of limited use as a measure of accountability.

To correct this problem and thereby improve the quality of data, OVAE will discontinue the use of goal setting as a means for States to identify students to follow up to determine entry into postsecondary education or training. Instead, States will be required to designate all learners who have a GED, a secondary credential, or are enrolled in a class specifically designed for transitioning to postsecondary education (e.g., bridge program, college readiness), as the cohort for which “entry into postsecondary education” must be tracked. Students included in the cohort are those who passed the GED tests or earned a secondary credential while enrolled in adult education, enter with these credentials, or are enrolled in a class specifically designed for transitioning to postsecondary education.

In addition, OVAE proposes to extend the follow-up period for entry into postsecondary education to include the next program year (PY) after exit. For example, States can report entry into postsecondary education for a student who exits in PY 2012 any time from exit till the end of PY 2013. OVAE also clarifies that postsecondary education includes postsecondary occupational skill training and appropriate apprenticeship training, in addition to community colleges and four-year colleges.

The revised text to the *Implementation Guidelines* with the proposed changes for the entry into postsecondary education or training measure is shown below in bold italics.

#### **1) Proposed Changes to the Definition and Reporting of Entry into Postsecondary Education or Training Measure**

**Definition:** Learner enrolls in a postsecondary educational, occupational skills training program, *or an apprenticeship training program* that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

**Applicable Population:** All learners *who passed the GED tests or earned a secondary credential while enrolled in adult education, have a secondary credential at entry, or who are enrolled in a class specifically designed for transitioning to postsecondary education* who exited during the program year.

**Federal Reporting:** The total number of learners who enter postsecondary education or a training program and *the total number of students in the applicable population (see above)* who exit during the program year are reported. *Entry into postsecondary education or training can occur any time from the time of exit till the end of the following program year.* To compute a rate of placement, the number of students enrolling in postsecondary education or training, through the end of the program year following the year of program exit, is divided by the total number of learners *in the applicable population* who exited during the program year.



**2. *Add new measures to report on (a) students' highest educational level or degree attained and on (b) teacher experience and certification.***

**A. Students' Highest Educational Level or Degree Attained**

Adult education students have a wide variety of educational backgrounds. Many have been schooled exclusively in the United States, while a growing number of learners from foreign countries arrive with high school diplomas, college degrees, professional certifications, or no schooling at all. Data about the educational background of adult education students can be useful for local programs in curriculum development and student recruitment activities. States may also use this data for planning purposes or to inform broader policy discussions such as those that seek to address the career pathways of highly educated foreign professionals. At the Federal level these data can be useful in responding to national stakeholders and government officials who inquire about the educational attainment of the adult education students who enter our programs.

Beginning July 1, 2012, States will be required to report these data using a revised version of NRS Table 6, shown in the revised instrument document.

**B. Teacher Experience and Certification**

The professional development and qualifications of teachers is of particular concern of OVAE and the States. Many States have implemented policies articulating the minimum requirements for adult education teachers and currently collect their own data on teacher educational attainment, certification, and experience for program planning and reporting purposes. These data often support State policy proposals regarding standards for professional credentials, inform the legislative process, and respond to public requests for information about teacher professionalism. States also use these data to plan appropriate professional development opportunities. Adult education researchers use the data to analyze a critical policy questions about teacher effectiveness and program performance. At the Federal level, these data can be useful in responding to national stakeholders and government officials who inquire about teacher standards and the credentials of adult education professionals.

Beginning July 1, 2012, States will be required to report these data using a revised version of NRS Table 7, shown in the revised instrument document.