

Arkansas

National Reporting System for

Adult Education

Guidelines

Arkansas Department of Workforce Education

Adult Education Section

August 28, 2003

Arkansas National Reporting System for Adult Education Guidelines

Beginning with the 2003-2004 Program Year, all adult education and literacy programs receiving adult education funds must report student data, for both **served and enrolled** students, using the state management information system, known as G*STARS.

All data must be entered into the G*STARS system by **the 15th of each month** for the previous month's data.

Specific data are defined according to National Reporting System for Adult Education (NRS) requirements within this manual. A data dictionary is included in the Appendix.

I. NRS Core Measures

The NRS is an outcome-based reporting system established to meet the requirements of Title II of the Workforce Investment Act. The NRS defines three types of core measures: outcome measures, descriptive measures, and participation measures. The core measures apply to all adult education students receiving 12 or more contact hours (enrolled students). There are also optional secondary outcome measures, but they are currently not reported in Arkansas.

II. Core Outcome Measures

Core Outcome Measure #1: Educational Gain

Definition: Learner completes or advances one or more NRS Educational Functioning Levels (EFL) from starting level, measured on entry into the program.

Applicable Population: ALL ENROLLED LEARNERS.

Collection Procedure: Using one of the standardized testing instruments approved by the state, an individual learner's EFL is determined within the NRS score ranges. Appendix A of this manual contains the NRS score ranges for the EFLs for the state-approved testing instruments.

The program does not need to assess the learner in all areas (for example: math, reading, language arts, oral ESL, literacy ESL), but the assessment should be in the area(s) in which instruction will be focused. If the learner is functioning in different levels in the areas, the lowest functioning level should be the basis for initial placement. To determine EFL gain, the learner should be assessed again in the same area as the lowest functioning area with a **different form** of the same test.

Standardized Testing Instruments

According to the Adult Education Program Policies (approved April 18, 2003):

“The following state-approved standardized tests will be utilized for pre-test, post-test, and continued student assessment for adult education students: Test of Adult Basic Education (TABE, Form 7-8); Basic English Skills Test (BEST, Oral Interview and Literacy Skills Test); and Comprehensive Adult Student Assessment System (CASAS, Life Skills Assessment). Other standardized testing instruments may be used with the written approval of the Deputy Director of Adult Education. Different forms of the same test will be used for the pre-test and the post-test. Local programs will assess and place all students into an educational functioning level (EFL) at a uniform time shortly after enrollment. In order to check for EFL advancement, students will be post-tested at the discretion of the instructor, but no later than after 40 hours of instruction.”

Further Guidelines for Pre-Testing and Post-Testing

All students must be pre-tested and post-tested during the program year. Pre-testing should be administered prior to receiving instruction. Post-testing will be conducted at the discretion of the classroom teacher at a point when they observe enough progress to warrant it, but no later than after the initial 40 hours of instruction. Students do not need to be re-tested after every forty hours of instruction. The goal of instruction is for students to show at least one EFL gain during the program year.

Programs must follow the test publisher’s guidelines in selecting the correct test level for each student’s assessment and must also follow the publisher’s guidelines regarding test administration. The TABE Locator (paper, audiocassette, or computer formats) must be used to determine the level of TABE Complete Battery or TABE Survey to be administered (Easy, Medium, Difficult, or Advanced). Beginning readers who cannot complete the Locator Test should take the TABE Level L (Literacy), Form 7 or 8.

Students with documented disabilities will be granted reasonable accommodations upon request during testing and instruction. The audiocassette format of TABE 7&8 (Survey Test, Levels E-A) and the Locator are available through the Arkansas Adult Learning Resource Center (AALRC), and are valid substitutes for the paper format. For more information on accommodations for the TABE, programs should refer to the “CTB/McGraw Hill Assessment Accommodations Guide” available at AALRC. For further information on assessing students with disabilities, programs should contact the Disabilities Project Manager at AALRC.

Additional interventions that may be provided during testing include: use of a large-print version, use of a straight edge, use of colored overlays, request to sit near a window (away from fluorescent lights), use of graph paper, or taking individual tests on different days. These interventions do not require disability documentation.

Programs with students who are 16 and 17 years old must follow the guidelines outlined in Arkansas Act 1659 of 2001 and Act 604 of 2003. (Refer to the Arkansas Adult Education Program Policies for further information on serving 16 and 17-year-old students.)

Programs with students who are English language learners should have their Intake Form and their schedule of English as a Second Language (ESL) classes available in the most common foreign languages of the program's community. Programs should assess ESL students with the Basic English Skills Test (BEST) as soon as possible. The Adult Education Section recommends that ESL students be given both the BEST Oral Interview Section and Literacy Skills Section and then be placed according to the lowest EFL. Currently two forms of these tests, Forms B and C, are available for pre- and post-testing.

Training on test administration is available from AALRC. Score ranges for EFL placement and educational gain for the TABE Forms 7-8, BEST Oral and Literacy Sections B-C, and CASAS are in Appendix A. For further information on these assessments, refer to their websites:

TABE: www.ctb.org

BEST: www.cal.org/BEST

CASAS: www.casas.org

Other assessments, such as the Wide Range Achievement Test, Slosson Oral Reading Test, and Jordan Oral Screening Test, among others, may be given to help inform instruction; however they **may not be used** to place a student in an EFL or to determine educational gain or EFL advancement.

It is important to note that if a student is not pre-tested and post-tested with a state-approved testing instrument, no educational gain can be determined for that student.

Core Outcome Measure #2: Entered Employment

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

Applicable Population: Enrolled 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 local follow-up survey or by data matching procedures, if available. Note that a job obtained while the student is enrolled can be counted for entered employment but is reported on exit from the program. *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.

**Exit quarter is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction.*

Reporting Procedure: Programs will use the Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report Form to report the achievement of this outcome measure quarterly. This form is found in the Appendix.

Further Guidelines on Intake and Goal Setting

Goal setting for NRS is an integral part of the education process. Establishing goals not only helps define the specific areas in which instruction and learning is to be focused, but goals also provide a benchmark by which programs and students can assess their progress. For these reasons, the goals set should be attainable within the program year.

The best time for goal setting is when the student first enters the program. During the intake process, students typically complete paperwork, provide basic personal information, take mandated assessments, and work with teachers or intake counselors to set goals. Programs should have written procedures in place for orienting students to the program and helping them set goals for instruction that are both *realistic and attainable* within the program year. Within the NRS framework, all students are assumed to have at least one goal: development of literacy skills. This assumed goal (Improving Basic Literacy Skills) is the reason that all students are counted in the educational gain measure (Core Outcome Measure #1).

A student often has many goals for attending adult literacy programs, but only one or more of the four “follow-up” goals may need to be reported in the NRS: obtaining employment, retaining or improving employment, obtaining a GED, and entering postsecondary education or training. If a student sets one of these four NRS core outcome measures as his or her primary or secondary goals, the program is held accountable for whether the student achieves this goal. The program must report student outcomes quarterly, after follow-up surveys and data matching are conducted (see Part III. Procedures for Follow-up Survey).

All programs should use an intake form that is tied to the program database for collecting data. The Arkansas Adult Education Intake Form, approved by the Adult Education Section, was generated from the G*STARS database and is included in the Appendix.

All programs will begin the process of screening for learning disabilities during student intake. The process should include the use of a validated learning disabilities screening tool, follow-up interview to review results of the screening tool, and appropriate further steps for investigating diagnostic referrals as warranted by the screening process. Information regarding screening and diagnosis for learning disabilities is available through AALRC. The Washington State Learning Disabilities Screening is included as a part of the Adult Education Intake Form in the Appendix.

Core Outcome Measure #3: Retained or Improved Employment

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

Applicable Population: Enrolled 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; **and** learners who are employed at entry and who have a main or secondary goal of improved or retained employment. Learners to be included in this outcome measure must exit the program in the first or second quarter (by December 31) of the program year.

Collection Procedure: For students who obtain a job while enrolled, students who obtain a job by the end of the first quarter after the exit quarter, and students who are employed at entry and had a goal of improved employment or retained employment, this outcome is measured in the third quarter after exit quarter. Data can be obtained either by local survey or by data matching, if available. ***This measure is not reported for learners exiting in the third and fourth quarters of the program year if the local survey is used.***

Reporting Procedure: Programs will use the Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report Form to report learners' achievement of this outcome measure. This form is found in the Appendix.

Table 1

Quarterly Period for Collecting and Reporting Data for Entered Employment and Retained Employment (with dates)

Learners' Exit Quarter from Program:	Collect Entered Employment by the end of:	Report data by:	Collect Retained Employment By the end of:	Report data by:
First Quarter July 1 – September 30	Second Quarter December 31	January 15	Fourth Quarter June 30	July 15*
Second Quarter October 1 – December 31	Third Quarter March 31	April 15	First Quarter, Next Program Year September 30	October 15*
Third Quarter January 1 – March 31	Fourth Quarter June 30	July 15*	Not Reported	
Fourth Quarter April 1 – June 30	First Quarter, Next Program Year September 30	October 15*	Not Reported	

***When data is entered into G*STARS after June 30, a date of June 30 or earlier must be used to record that the student “achieved the primary or secondary goal” to capture the data in the correct program year.**

Core Outcome Measure #4: Receipt of a Secondary School Diploma or GED

Definition: Learner obtains an Arkansas High School Diploma by attaining passing scores on the General Educational Development (GED) tests.

Applicable Population: Enrolled learners with a main or secondary goal of passing the GED tests and obtaining an Arkansas High School Diploma within the program year. This measure is collected only for students who exit during the program year.

Collection Procedure: Information on passage of GED tests and receipt of the Arkansas High School Diploma is obtained through data match from the Arkansas GED Testing Office, Department of Workforce Education (501-682-1980). If test results are not collected through data matching, then data can be collected through local follow-up survey methods.

Reporting Procedure: Programs will use the Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report Form to report learners' achievement of this outcome measure. This form is found in the Appendix.

Core Outcome Measure #5: Placement in Postsecondary Education or Training

Definition: Learner enrolls in a postsecondary 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. The Arkansas Adult Education WAGE program does not qualify as an occupational skills training program.

Applicable Population: Enrolled learners with a goal of placement in postsecondary education or training. This measure is only collected for students who exit during the program year.

Collection Procedure: Information on enrollment into training or postsecondary educational program is obtained through local survey or data match (if available) from other education and training agencies, such as job training programs, postsecondary education programs, two-year and four-year colleges and universities. Placement is recorded for students (who exit during the program year) any time up to the state's official reporting deadline (usually November 15).

Reporting Procedure: Programs will use the Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report Form to report learners' achievement of this outcome measure. This form is found in the Appendix.

III. Procedures for the Follow-Up Survey

The NRS includes four core outcome measures for which data must be collected from students using follow-up survey methodologies: entered employment, retained employment, obtained an Arkansas High School Diploma (by passing the GED tests), and entered postsecondary education or training. Programs must collect the information from all students who designate one of these four outcomes as either their main or secondary goals for attending the program.

This information should be collected through follow-up surveys or data matching methods after the students exit the program, according to their exit quarter and the time when they should be contacted (See Tables 1 and 2).

Follow-up in Arkansas will be the responsibility of the local programs, following NRS guidelines and the guidelines set by the Arkansas Department of Workforce Education, Adult Education Section in this manual.

Programs should have written procedures in place for conducting follow-up surveys. Follow-up surveys must be conducted and data must be reported to the Adult Education Section at least quarterly, and no later than the 15th of the month following the end of the quarter (January 15, April 15, **July 15***, and **October 15***). State staff will verify follow-up survey data reports quarterly. Programs should use the Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report Form, available in the Appendix. ***If data is entered after June 30, a date of June 30 or earlier must be used in G*STARS to record that the student “achieved the goal” in the previous program year (the year in which the student was actually enrolled).**

NRS requires local programs to **survey all students** in any outcome measure that has 300 or fewer students in the program year. A simple random sample of students may be surveyed for any outcome measure that has more than 300 students. Programs should draw a minimum sample size of 300 students for each group that has 301-5,000 students. NRS requires a **minimum response rate of 50% for all surveys**.

Example: A program has 200 students with an outcome measure of Retaining Employment as their main or secondary goal. The program must survey all 200 students and must obtain responses from at least 100 of those students.

Programs will receive monthly reports from the Arkansas GED Testing Office with information used for data matching of students with the goal of Obtaining the GED. Data on Obtaining the GED must be entered in G*STARS at least quarterly (and no later than the 15th of the following month).

Getting a good response rate is probably the most difficult part of conducting a survey, since it is hard to reach people and get them to respond. Program survey

procedures should include ways for improving response rates. Some examples include:

Inform students when they enroll and again before they leave about the survey. Maintain current contact information on students by periodically verifying and updating information. Call back students at different times during the day and evenings. Stress to students the importance of the survey for the program. Keep the survey short. Keep track of when students have been contacted.

A set of state-approved Survey Report Forms, adapted from NRS sample surveys, is available in the Appendix. An ACCESS database for tracking student surveys is available from the Adult Education Section.

Table 2

**Student Population, Collection Times, and Reporting Times
For Core Follow-Up Outcome Measures**

Core Outcome Measures	Student Population to Include	Time Period to Collect Measures	Time Period to Report
<i>Entered Employment</i>	Learners unemployed at entry, with employment goal, and who exit during the program year.	First quarter after exit quarter.	15 th of the month following exit quarter
<i>Retained Employment and Improved Employment</i>	Learners employed at entry with a goal of retained or improved employment, and who exit during the program year.	Third quarter after exit quarter. <i>Not measured for students exiting the last two quarters of the program year.</i>	15 th of the month following third quarter of exit
<i>Placement in postsecondary education or training</i>	Learners with a goal of entering postsecondary education or other training.	Any time prior to the state's reporting deadline.	15 th of the month following exit quarter
<i>Receipt of secondary diploma or GED</i>	Learners with a goal of obtaining an Arkansas High School Diploma by passing the GED tests.	Any time prior to the state's reporting deadline.	15 th of the month following exit quarter

The *exit quarter* is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted, but is not reported until the first quarter after the exit quarter.

IV. Core Descriptive Measures

Programs must collect the following information on all learners. Please note that these measures are self-reported.

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
Asian
Native Hawaiian or Other Pacific Islander
Black of African American
Hispanic or Latino
White

Demographic Measure #2: Gender

Definition: Whether the learner is male or female.

Demographic Measure #3: Age

Definition: Learner's date of birth.

Student Status Measure #1: Labor Force Status

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

Employed – Learners work as paid employee in an unsubsidized job, 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 who are not seeking employment.

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

Student Status Measure #2: Public Assistance Status

Definition: Learner is receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled.

Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.

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

Student Status Measure #3: 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, or working.

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

Student Status Measure #4: 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.

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

Student Status Measure #5: Learner Reasons or Goals for Attending

Definition: Learner's self-identified main and secondary reasons for attending the class or program.*

Educational Gains – Improve basic literacy skills—improve overall basic literacy skills. Improve English skills—improve overall skills in the English language (e.g., speaking, reading, and writing).

Obtain a job – Obtain full- or part-time paid employment.

Retain or improve current job – Upgrade skills to enable retention of current job.

Earn a GED certificate – Achieve sufficient skills to earn an Arkansas High School Diploma by passing the tests of General Educational Development.

Enter postsecondary education or job training – Achieve skills to enable enrollment in a postsecondary education programs or job training program.

*Additional goals may be collected on local level

Collection Procedure: At intake, learner identifies one main goal, and as appropriate, one secondary goal or reason for attending the program or class within the above categories. The reasons should reflect how the learner is to be counted for core outcome measures.

V. Core Participation Measures

Student Participation Measure #1: Contact Hours

Definition: Hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring or participation in a learning lab.

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. Time used to take the Official GED tests may not be counted as instructional activity.

Student Participation Measure #2: Program Enrollment Type

Definition: Learner is enrolled in the following programs or institutions. Detailed definitions can be found in Appendix. The following are NRS program types:

- Adult Basic Education Program (ABE)
- Adult Secondary Education Program (ASE)
 - also known as General Adult Education (GAE)
- English as a Second Language Program (ESL)
- Family Literacy Programs
- Workplace Literacy Programs
- Program for the Homeless
- Correctional Facilities
- Community Corrections Programs
- Other Institutional Program (any other medical or special institution; Learners must be adjudicated into the program)

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

G*STARS Data Collection: At intake, program counts learner as enrolling in a program.

Program Enrollment Choices:

- No Specialized Program (NSP)
- Community Corrections (CCO)
- Correctional Facility (COR)
- Correctional – Other (COT)
- Employment and Training Participant (ET)
- Family Literacy (FAM)
- Other Institutional (OTH)
- Project Learner (prior approval must be granted) (PJL)
- WAGE (WGE)
- Workplace Literacy (WKP)

VI. Secondary Measures (Optional) Outcome Measures

Arkansas does not require reporting the secondary optional outcome measure at this time. However, the local program may collect this information.

Arkansas National Reporting System Guidelines

APPENDIX

**ARKANSAS DEPARTMENT OF WORKFORCE EDUCATION
ADULT EDUCATION SECTION**

Appendix A.
 Educational Functioning Level Score Ranges
Adult Basic Education Levels

Educational Functioning Level Score Ranges – Adult Basic Education Levels

Literacy Levels

<p>1.1 Beginning ABE Literacy</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade level 0-1.9) Reading 367 and below Total Math 313 and below Language 391 and below</p>	<p>1.2 Beginning Basic Education</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade level 2-3.9) Reading: 368-460 Total Math: 314-441 Language: 392-490</p>	<p>1.3 Low Intermediate Basic Education</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade 4-5.9) Reading: 461-517 Total Math: 442-505 Language: 491-523</p>
<p>1.4 High Intermediate Basic Education</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade level 6-8.9) Reading: 518-566 Total Math: 506-565 Language: 524-559</p>	<p>1.5 Low Adult Secondary Education</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade level 9-10.9) Reading: 567-595 Total Math: 566-594 Language: 560-585</p>	<p>1.6 High Adult Secondary Education</p> <p>Test Benchmark:</p> <p>TABE (7-8) scale scores (grade level 11-12) Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>Pass the GED Tests</p>

Appendix A.
 Educational Functioning Level Score Ranges
English as a Second Language Levels

Educational Functioning Level Score Ranges – English as a Second Language Levels

Literacy Levels

<p>1.7 Beginning ESL Literacy</p> <p>Test Benchmark:</p> <p>Oral BEST: 0-15 Literacy BEST: 0-7 CASAS (Life Skills): 180 and below</p>	<p>1.8 Beginning ESL</p> <p>Test Benchmark:</p> <p>Oral BEST: 16-41 Literacy BEST: 8-46 CASAS (Life Skills): 181-200</p>	<p>1.9 Low Intermediate ESL</p> <p>Test Benchmark:</p> <p>Oral BEST: 42-50 Literacy BEST: 47-53 CASAS (Life Skills): 201-210</p>
<p>1.10 High Intermediate ESL</p> <p>Test Benchmark:</p> <p>Oral BEST: 51-57 Literacy BEST: 54-65 CASAS (Life Skills): 211-220</p>	<p>1.11 Low Advanced ESL</p> <p>Test Benchmark:</p> <p>Oral BEST: 58-64 Literacy BEST: 66-75 CASAS (Life Skills): 221-235</p>	<p>1.12 High Advanced ESL</p> <p>Test Benchmark:</p> <p>Oral BEST: 65-71 Literacy BEST: 76 and above CASAS (Life Skills): 236-245</p>

APPENDIX B. DEFINITIONS

- ✓ Adult Basic Education Program – 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.
- ✓ Adult Secondary Education Program – A program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.
- ✓ Community Corrections Programs – A community-based rehabilitation facility or halfway house.
- ✓ 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.
- ✓ English-as-a-second Language Program – A program of instruction designed to help adults who are limited English proficient achieve competence in the English language.
- ✓ Family Literacy Programs – A program with a literacy component for parents and children or other intergenerational literacy components.
- ✓ Other Institutional Program – Any other medical or special institution.
- ✓ 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.
- ✓ Workplace Literacy Programs – A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
 - providing adult literacy and other basic skills services and activities, including basic computer literacy skills;
 - providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; or
 - meeting the literacy needs of adults with limited English proficiency

Follow-up Survey for Entered Employment

LEA Number _____ Name of caller _____

Exit Quarter Months		Fiscal Year	
<input type="checkbox"/>	1 st - July 1 to September 30	<input type="checkbox"/>	FY 03
<input type="checkbox"/>	2 nd - October 1 to December 31	<input type="checkbox"/>	FY 04
<input type="checkbox"/>	3 rd - January 1 to March 31	<input type="checkbox"/>	FY 05
<input type="checkbox"/>	4 th - April 1 to June 30	<input type="checkbox"/>	FY 06

Date of Birth _____ Learner Name _____

Sent letter _____ Date letter sent _____

Phone number called _____

Call date _____ Call time _____ Call attempt number 1st 2nd 3rd

Status of call

<input type="checkbox"/>	Refused to cooperate	<input type="checkbox"/>	Left message
<input type="checkbox"/>	No phone number	<input type="checkbox"/>	Disconnected
<input type="checkbox"/>	No answer	<input type="checkbox"/>	Wrong number
<input type="checkbox"/>	Complete	<input type="checkbox"/>	Moved

Begin survey here:

Hello. My name is _____. I'm calling on behalf of the Adult Education Program in _____. I'm calling people who have recently attended classes in our adult education program. We want to know how you liked the classes and how adult education classes have affected you, your family, and your job. I understand that you were in our adult education program, is that correct?

- Yes
- No
- Refused to cooperate or answer questions
- Inconvenient time, call back on _____ at _____ a.m./p.m.

1. When you first enrolled in the class or program were you: (Read choices)

- Employed at a paying job? *(Proceed to Question 4)*
- Not employed at a paying job and looking for a job? *(Proceed to next question)*
- Not employed and not looking for a job? *(Proceed to Comments)*
- Don't know/ Refused to answer *(End of interview)*

2. While you were taking classes in our adult education program did you get a paying job?

- Yes *(Proceed to Question 4)*
- No *(Proceed to the next question)*
- Don't know/ Refused to answer

3. Since you stopped taking the class, have you gotten a paying job?

- Yes *(Proceed to Question 4)*
- No *(Proceed to Comments)*

4. Do you still have the same job or do you now have a different job?

- Still have same job
- Have different job
- Lost job, unemployed
- Don't know/ Refused to answer

COMMENTS:

Is there anything that I didn't ask about that you would like to say?

Thank you very much for taking the time to answer my questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such programs. Please feel free to call us if you need further help. (**ADD LOCAL PHONE NUMBER HERE**)

Follow-up Survey for Retained Employment

LEA Number _____ Name of caller _____

Exit Quarter Months		Call Back Quarter		Fiscal	
Year					
<input type="checkbox"/>	1 st – July 1 to September 30	<input type="checkbox"/>	4 th – April 1 to June 30	<input type="checkbox"/>	FY 03
<input type="checkbox"/>	2 nd – October 1 to December 31	<input type="checkbox"/>	1 st – July 1 to September 30 (next Program Year)	<input type="checkbox"/>	FY 04
				<input type="checkbox"/>	FY 05
				<input type="checkbox"/>	FY 06

Date of Birth _____ Learner Name _____

Sent letter _____ Date letter sent _____

Phone number called _____

Call date _____ Call time _____ Call attempt number 1st 2nd 3rd

Status of call

<input type="checkbox"/>	Refused to cooperate	<input type="checkbox"/>	Left message
<input type="checkbox"/>	No phone number	<input type="checkbox"/>	Disconnected
<input type="checkbox"/>	No answer	<input type="checkbox"/>	Wrong number
<input type="checkbox"/>	Complete	<input type="checkbox"/>	Moved

Begin survey here:

Hello. My name is _____. I'm calling on behalf of the Adult Education Program in _____. I'm calling people who have recently attended classes in our adult education program. We want to know how you liked the classes and how adult education classes have affected you, your family, and your job. I understand that you were in our adult education program, is that correct?

- Yes
 No
 Refused to cooperate or answer questions
 Inconvenient time, call back on _____ at _____ a.m. / p.m.

1. When you first enrolled in the class or program were you: (Read choices)

- Employed at a paying job? *(Proceed to Question 4)*
 Not employed at a paying job and looking for a job? *(Proceed to next question)*
 Not employed and not looking for a job? *(Proceed to Comments)*
 Don't know/ Refused to answer *(End of interview)*

2. While you were taking classes in our adult education program did you get a paying job?

- Yes *(Proceed to Question 4)*
 No *(Proceed to the next question)*
 Don't know/ Refused to answer

3. Since you stopped taking the class, have you gotten a paying job?

- Yes *(Proceed to Question 4)*
- No *(Proceed to Comments)*

4. Do you still have the same job or do you now have a different job?

- Still have same job
- Have different job
- Lost job, unemployed
- Don't know/ Refused to answer

COMMENTS:

Is there anything that I didn't ask about that you would like to say?

Thank you very much for taking the time to answer my questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such programs. Please feel free to call us if you need further help. *(ADD LOCAL PHONE NUMBER HERE)*

Follow-up Survey for Entered Post-Secondary Education or Job Training

LEA Number _____ Name of caller _____

Exit Quarter Months		Fiscal Year	
<input type="checkbox"/>	1 st - July 1 to September 30	<input type="checkbox"/>	FY 03
<input type="checkbox"/>	2 nd - October 1 to December 31	<input type="checkbox"/>	FY 04
<input type="checkbox"/>	3 rd - January 1 to March 31	<input type="checkbox"/>	FY 05
<input type="checkbox"/>	4 th - April 1 to June 30	<input type="checkbox"/>	FY 06

Date of Birth _____

Learner Name _____

Sent letter _____

Date letter sent _____

Phone number called _____

Call date _____ Call time _____ Call attempt number 1st 2nd 3rd

Status of call

<input type="checkbox"/>	Refused to cooperate	<input type="checkbox"/>	Left message
<input type="checkbox"/>	No phone number	<input type="checkbox"/>	Disconnected
<input type="checkbox"/>	No answer	<input type="checkbox"/>	Wrong number
<input type="checkbox"/>	Complete	<input type="checkbox"/>	Moved

Begin survey here:

Hello. My name is _____. I'm calling on behalf of the Adult Education Program in _____. I'm calling people who have recently attended classes in our adult education program. We want to know how you liked the classes and how adult education classes have affected you, your family, and your job. I understand that you were in our adult education program, is that correct?

- Yes
 No
 Refused to cooperate or answer questions
 Inconvenient time, call back on _____ at _____ a.m./p.m.

1. Since you stopped attending the class or program, have you enrolled in any other educational or training programs?

- Yes
 No (*Proceed to COMMENTS.*)

2. Where are you enrolled?

COMMENTS:

Is there anything that I didn't ask about that you would like to say?

Thank you very much for taking the time to answer my questions. Your answers are very helpful. The information you gave me will be used to help make adult education programs better and more useful to people like you who have attended or would like to attend such programs. Please feel free to call us if you need further help. (ADD LOCAL PHONE NUMBER HERE)

Arkansas Adult Education Local Program Quarterly Follow-Up Survey Report 2003-2004

LEA Name _____ **2nd Quarter** _____ **3rd Quarter** _____ **4th Quarter** _____ **1st Quarter***

*Next Program Year

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Respondents Achieving Outcome	Percent of Respondents Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment						
Retained or Improved Employment- (for 4th & 1st Quarters only)						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

Column C: If programs have **300 or fewer students with the same goal, then all students must be surveyed.**

If programs have **300 or more students with the same goal, then a sample survey may be conducted.**

Column E: Programs are required to have a **50% response rate.**

Column E = Column D divided by Column C.

Column F: Must be equal to or less than Column D.

Column G = Column F divided by Column D.

