

Agency Mission: To contribute leadership and resources to increase the skills, knowledge, and career opportunities of Oregonians.

KPM #7	COMPLETION OF BASIC SKILLS/ESL Percentage of students enrolled in a basic skills or ESL program who complete successfully	Measure since: 2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 27: Adult literacy	
Data source	TOPSpro, OCCURS, OED UI, GED Databases	
Owner	CCWD Adult Basic Education, 503-378-8648	

1. **OUR STRATEGY**

The core of CCWD’s adult basic skills/ESL performance strategy combines state indicators of program quality (IPQs), comprehensive program evaluation and data analysis with coordinated state and local strategic planning. CCWD conducts quarterly data analyses and periodic local site visits to evaluate local programs against state IPQs order to identify emerging practices and recommend areas for continuous program improvement. By 2008-09, CCWD will implement a new performance-based funding formula which will provide incentive funds to local providers that achieve core performance outcomes.

2. **ABOUT THE TARGETS**

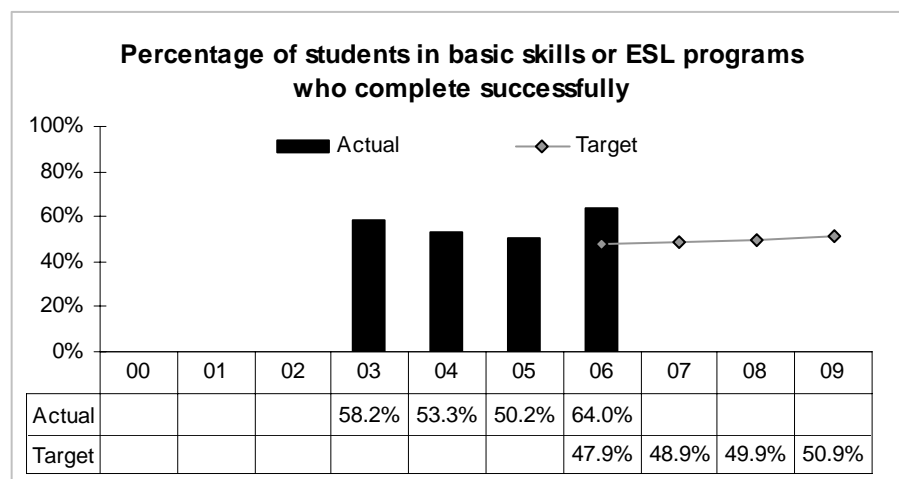
Targets for 2008 and 2009 are increased 2% from the prior year’s target. Higher is better.

3. **HOW WE ARE DOING**

By then end of 2005-06, 64.0% of students enrolled in adult basic skills/ESL courses in 2004-05 had completed at least one federal outcome level (obtain GED, transition to post-secondary education or training program, obtain employment, or retain employment). After two years of declining performance on this measure, the 2006 results represent a substantial improvement. Even with the number of program exiters declining by nearly 20% (from over 18,000 to under 15,000), the absolute number of exiters attaining a federal outcome level increased by over 300 to 9,385.

4. **HOW WE COMPARE**

Although the construction of this measure is unique to Oregon, all states report similar measures to the federal government. Oregon’s performance on three of the five federal core performance outcomes (obtain GED, transition to post-secondary education or training program, and obtain employment) was almost identical to Washington’s in 2005-06. Oregon’s performance on measurable student skill gain exceeds that of Washington, but the state’s performance on students’ retaining employment lags Washington’s performance.¹¹



¹¹ Office of Vocational and Adult Education (OVAE), *National Reporting System*. US Dept. of Education. Retrieved August 28, 2007 from <http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/includes/login.cfm?CFID=4050009&CFTOKEN=a50dc476e17c56cf-AE9840F6-A4C3-86D9-D64B7037DAD0DDD7&jsessionid=6e303328b9d536771172>.

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5. **FACTORS AFFECTING RESULTS**

In 2004-05, the Tracking of Programs and Students (TOPSpro) database, which houses student information for the Workforce Investment Act (WIA) Title II program, expanded to include a separate field for Social Security Numbers. When data were originally run for the 2006 APPR, the programming neglected to include the new Social Security Number field, which resulted in the exclusion of more than 700 students who had achieved a positive outcome. These data were presented in the column labeled "05" in the graph above. The oversight was discovered as CCWD prepared the 2007 APPR, and the results were subsequently updated to 50.2% from 47.0% as originally reported in the 2006 APPR.

In recent years, the enrollment in Adult Basic Skills programs has remained relatively stable; however, the number of exiters each year has declined. Oregon ABS students appear to be staying in their programs longer, allowing allows them to gain more skills so that when they do leave, they tend to have better outcomes.

6. **WHAT NEEDS TO BE DONE**

Together with state partners and local service providers, CCWD is working to establish pathways to guide students in achieving their program goals. CCWD also aims to improve program retention by expanding its partnerships with One-Stop Career Centers and community college student services divisions. These entities assist students with education and career advising and planning as well as helping students gain access to vital services such as transportation and child care. To boost retention among students who enter at higher skill levels, CCWD encourages local programs to implement "fast-track" options that enable some students to complete their coursework at an accelerated pace. The Adult Basic Skills/ESL Team at CCWD will begin strategizing with workforce and education partners to more effectively collaborate with public and private providers in their areas.

7. **ABOUT THE DATA**

Reporting cycle: Oregon fiscal year. The measure includes federally reportable students who were enrolled in and exited in a particular academic year then tracked for that academic year and the following academic year to identify whether the student completed at least one federal outcome measure. Federally reportable students are those who have at least one Entry Record, are enrolled in an approved instructional program, have received 12 or more hours of instruction, are between the ages of 16 and 110, are not concurrently enrolled in high school/k-12, and who have the following demographic information reported: date of birth, gender, and race/ethnicity. Federal outcome measures included in this measure are: Obtain GED, Transition to post-secondary education or training program, Obtain employment, and Retain Employment.