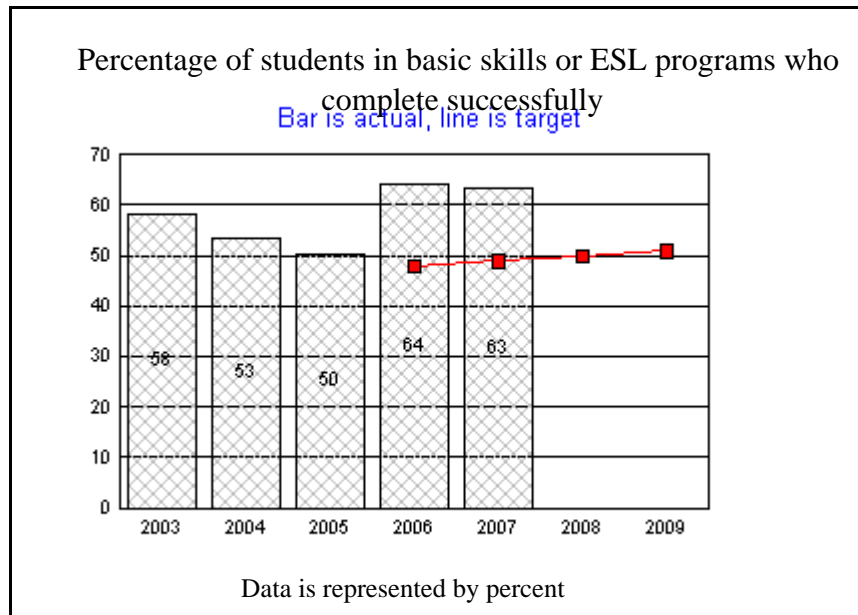


KPM #7	COMPLETION OF BASIC SKILLS/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully.	2006
Goal	Goal 1: Oregonians have strong literacy skills	
Oregon Context	OBM 27: Adult literacy	
Data Source	TOPSpro, OCCURS, Oregon Employment Department Unemployment Insurance, and GED Databases	
Owner	David Moore, Director, Literacy and Skill Development Systems, 503-378-8648 ext. 375	



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 in 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.

Key Partnerships

Directors of Local Adult Basic Skills Programs

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

By the end of 2006-07, 63.3% of students enrolled in adult basic skills/ESL courses in 2005-06 had completed at least one federal outcome level (obtain GED, transition to post-secondary education or training program, obtain employment, or retain employment). This is the second year in a row that this measure has been over 60% and well above its target level.

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 (completed an educational functioning level, retained employment, and obtained employment) exceeded Washington's in 2006-07. Oregon's performance on obtaining a GED was about the same as Washington's, but the state's performance on students' entering post-secondary education or training lags Washington's performance.

5. FACTORS AFFECTING RESULTS

In recent years, the enrollment in Adult Basic Skills programs has remained relatively stable; however, the number of exiters (students completing their program) each year has declined. Oregon Adult Basic Skills students appear to be staying in their programs longer, allowing 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 a particular academic year and had a valid pre and post test, then tracked for that academic year and the following academic year to identify whether the student completed at least one 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
- Have the following demographic information reported: date of birth, gender, and race/ethnicity.

Federal outcome measures included in this measure are:

- Educational skill attainment,
- Obtain GED,
- Transition to post-secondary education or training program,
- Obtain employment, and
- Retain employment.