Connecticut State Department of Education
ADULT EDUCATION PROGRAM PROFILE
GLOSSARY OF TERMS

The adult education Program Profile Report is a comprehensive data report that provides detailed information about the participation and performance of learners in adult education programs. This report is produced for every adult education provider that receives state and federal funding through the Department of Education. This report includes data relative to:

- Program Information including funding levels and community need;
- Program Enrollment and Student Demographics;
- Student Characteristics at Entry;
- Student Performance; and
- Supplemental Information

The Department utilizes a longitudinal management information system, the Connecticut Adult Reporting System (CARS), to collect individual student data on student demographics, entry status, goals, attendance, achievements and test scores. Each adult education provider funded through the Department is required to report data through CARS.

The Program Profile report is generated from CARS and is used by local providers for program management and improvement purposes. At the end of the fiscal year, the Department uses this report to evaluate the performance of all local providers against the statewide performance through the data-driven framework for program improvement and accountability.

PROGRAM INFORMATION

Program/District	A local or regional school district, regional educational service center, state agency, cooperating eligible entity, or a community/faith-based organization that provides adult education and literacy services.
Director	The Director of the adult education provider for the current fiscal year *(local profile only)*
Cooperating Districts	A local or regional school district that does **not** provide a program of adult education classes to its adult residents, **but** provides for participation in a program of adult education classes for its adult residents through cooperative arrangement(s) with another local or regional school district or regional educational service center. *(local profile only)*

Total Grant Funds	
State/Local	• The combined state and local dollars as identified through the adult education state grant process for local or regional boards of education, regional educational service centers and cooperating eligible entities (CEEs). • Local dollars include local board allocations for adult education, revenues from adult enrichment programs, contributions from non-profit organizations, revenues from local fundraising efforts, and other corporate/private donations.
Federal	Federal funds from the Adult Education and Literacy Act, Title II of the Workforce Investment Opportunity Act (WIOA), Public Law 113-138, that are distributed through a competitive request-for-proposal process as outlined in Connecticut's State Plan to the United States Department of Education (USDOE).
Number of Program Sites	The sum of all buildings used by the program during the fiscal year.
Community Needs	Number and percentage of individuals (18 years of age and older) without a high school diploma residing in the town(s) served by the program provider is based on data from the 2010 Census and the American Community Survey. Number and percentage of individuals (18 years of age and older) who speak English not well, or not at all, in the town(s) served by the program provider is based on data from the 2010 Census and the American Community Survey.

PROGRAM ENROLLMENT AND STUDENT DEMOGRAPHICS

Program Area	The different types of adult education instruction mandated under Section 10-69 of the Connecticut General Statutes. *If no students were enrolled in a program area during a fiscal year, that area is not listed.*
Adult Basic Education (ABE)/General Educational Development (GED) Preparation	Designed for individuals who are unable to read, write and compute sufficiently well to meet the requirements of adult life and for individuals who lack mastery of basic educational skills that will enable them to function effectively in society. Individuals functioning at higher levels of literacy and interested in obtaining a state high school diploma may be preparing to pass the GED ® Test. Successful completion of the four part GED® Test includes technology-enhanced items and constructed responses that demonstrate attainment of academic skills and concepts that may be traditionally acquired through completion of a high school program.
Citizenship	Instruction for foreign-born individuals who wish to become United States citizens

English as a Second Language (ESL)	Designed for adults who have limited proficiency in the English language or whose native language is not English. Instructional emphasis is on listening and speaking though reading and writing skills are also introduced. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited-English-speaking adults.
Adult High School Credit Diploma (AHSCD)	AHSCD programs award credit toward a local adult high school diploma through a prescribed plan which requires a minimum of twenty credits in core academic and elective areas.
National External Diploma Program (NEDP)	An adult secondary credential that assesses the high school level skills of individuals in life and work contexts. The NEDP is a flexible, self-directed online portfolio assessment program that offers no classroom instruction.
Total Instructional Hours Offered	The aggregate hours assigned to all course sections (e.g., classes) within a specific program area
New Students	A non-duplicated count of individuals who attended at least one course-section in a specific program area during the year *and* are new to the provider
Returning Students	A non-duplicated count of individuals who attended at least one course-section in a specific program area during the year *and* are returning to the provider from a prior fiscal year
Total Students	The total of *new* and *returning* students
Total Enrollments	The number of students enrolled in all course-sections. It represents all the enrollments, regardless of program area, for students classified in the reported program area.
Age	A non-duplicated count of individuals (**Females, Males and Total**) according to the following age ranges: • 16 - 18 • 19 - 21 • 22 - 24 • 25 - 44 • 45 - 59 • 60+ The 16-18 age groups include mothers under the age of 17 subject to C.G.S 10-73(d). If students from a specific age category were not enrolled during a fiscal year, then that category is not listed.

Ethnicity	A non-duplicated count of individuals (**Female, Male and Total**), who identified themselves as one of the following: • Hispanic or Latino • NOT Hispanic or Latino
Race	A duplicated count of individuals who identify themselves as one or more of the following: • American Indian or Alaskan Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White If students from a specific race were not enrolled during a fiscal year, then that category is not listed.

STUDENT CHARACTERISTICS AT ENTRY

Entry Status	Personal characteristics that students identify at the time of entry into the program. A student may select more than one characteristic. Disability includes visible and self-disclosed disabilities. Parents who have children in more than one age category will be counted in all those categories.
Goals/Reasons for Enrollment	Goals are established annually or at program entry by the student in consultation with the program. A student may select more than one goal. Multiple family literacy goals are combined.

STUDENT PERFORMANCE BY PROGRAM AREA

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

Educational Functioning Level at Entry	The level, established by USDOE's National Reporting System (NRS) that describes a set of skills and competencies that students entering at that level can do in the areas of reading and numeracy (see http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Adult/accountability/ccspolicies.pdf)
Number of Students	A non-duplicated count of students who were retained for at least 12 hours and with a pre-test
Mean Hours Attended	The average annual hours attended by each student functioning at that level

Percent of Available Instruction Used	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
Percent with at least One Matched Pair	The percentage of students who have at least one valid matched test pair i.e. a pre and a post test in a skill area (e.g., reading and math))
Percent Making Gains	The percentage of students making at least a four point Comprehensive Adult Student Assessment System (CASAS) scaled score gain in any valid matched pair
Percent Completing Level	The percentage of students completing an educational functioning level as defined by the US DOE's NRS (target performance percentages for each fiscal year are included in the State Plan for Adult Education which can be downloaded at http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&q=321914
Percent with at Least One Achievement	The percentage of students making at least one achievement (e.g., read more to children, voted, entered military, etc.) as reported by the program
English as a Second Language and Citizenship	
Educational Functioning Level at Entry	The level, established by the US DOE's NRS, which describes a set of skills and competencies that students entering at that level can do in the areas of reading and numeracy (see http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Adult/accountability/ccspolicies.pdf)
Number of Students	A non-duplicated count of students who were retained for at least 12 hours and with a pre-test
Mean Hours Attended	The average annual hours attended by each student functioning at that level
Percent of Available Instruction Used	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
Percent with at least One Matched Pair	The percentage of students who have at least one valid matched test pair i.e. a pre and a post test in a skill area (e.g., reading, math and listening -if applicable)
Percent Making Gains	The percentage of students making at least a four point CASAS scaled score gain in any valid matched pair
Percent Completing Level	The percentage of students completing an educational functioning level as defined by the US DOE's NRS (target performance percentages for each fiscal year are included in the State Plan for Adult Education which can be downloaded at http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&q=321914

Percent with at Least One Achievement	The percentage of students making at least one achievement (e.g. read more to children, voted, entered military, etc.) as reported by the program

Adult High School Credit Diploma (AHSCD) program

Educational Functioning Level at Entry	Students with less than 11 credits are those who begin the fiscal year with fewer than 11 total credits toward the adult high school credit diploma. All other students began the year with at least 11 total credits.
Number of Students	A non-duplicated count of students who were retained for at least 12 hours.
Mean Hours Attended	The average annual hours attended by each student functioning at that level
Percent of Available Instruction Used	The aggregate percentage of instruction attended by students and prorated by entry date for each course-section
Percent Earning at Least 4 Credits	The percentage of students in adult high school credit diploma programs earning at least four credits during the current fiscal year
Percent Completing Level	The percentage of students earning a high school diploma

National External Diploma Program

Educational Functioning Level at Entry	All students in the National External Diploma Program are placed in the High Adult Secondary Education (ASE) level of the NRS.
Number of Students	A non-duplicated count of students who were retained for at least 12 hours.
Mean Hours Attended	The average annual hours attended by each student functioning at that level
Percent Completing at Least 4 Competency Areas	The percentage of students who complete at least three tasks within the EDP during the fiscal year
Percent Completing Level	The percentage of students earning a high school diploma

SUPPLEMENTAL INFORMATION

Percent Functioning Below Intermediate Level at Entry	The percentage of students with **appraisal test scores** (Form 50 and Form 80) at entry that meet the following criteria: • ABE: CASAS scaled score at or below 210 in Reading and Math • ESL: CASAS scaled score at or below 200 in Reading and Listening
Percent Functioning Below Adult Secondary Level at Entry	The percentage of students upon entry into adult secondary education programs with **appraisal test scores** (Form 50 and Form 80) at or below a CASAS scaled score of 235 in Reading and Math
Retention Summary	The number and percent of learners within each reported program area who (i) were retained for at least 12 hours and (ii) reported at least one pre-test score.
Performance by Skill Area	The percentage of students with matched pre and post test scores in reading, math and listening (if applicable) who demonstrate at least a 4-point CASAS scaled score gain between the pre and the post test
Total CDP Credits Awarded	The number of credits awarded in the adult high school credit diploma program during the current fiscal year identified by subject and type
Classroom	Credits awarded for the successful completion of teacher-directed classes (including on-line classes offered through the CT Adult Virtual High School)
Independent Study	Credits awarded for the successful completion of an independent study project according to specific guidelines outlined in the Credit Diploma Program Administrative Manual
Documentation Credit	Elective or Voc. Ed./Art credits only, awarded in the following areas, after a valid documentation of prior learning experiences based on the guidelines outlined in the Credit Diploma Program manual: a) Apprenticeship Training b) Community or Volunteer Service c) Formalized Job Training d) Home Management Skills e) Military Experience f) Occupational License g) Work Experience
Staff Information	A non-duplicated count of staff by program area

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GED Test Summary	
Prepared in Adult Education Program	Students who attended at least 12 hours in the adult education program in the current fiscal year
All Others	Test-takers who registered with the provider but for whom the provider is not considered the prep site *(not displayed on the Statewide Program Profile Report)*
Taking Entire Test	For the FY 2015 Profile Onward: Students who completed the entire four-part GED® Test in the 13-month period between July 1 of the current fiscal year and July 31 of the next fiscal year
Passed	Students who met the Connecticut passing standard on the 2014 GED® Test - for example: the total test score is at least 600 **with a minimum of 150** in **each** of the four subject area tests (does not include those who passed with honors)
Passed with Honors	Students who pass the GED® Test with a total score of at least **720 and** have a minimum **170 for each** of the four subject area tests
Failed	Students taking the entire GED® Test who did not achieve the Connecticut passing standard
Incomplete	Students who did not complete all four modules of the GED® Test
Total Diplomas Awarded	
Credit Diploma	The total number of students receiving high school diplomas issued by the local school district for completion of the Adult High School Credit Diploma Program
External Diploma	The total number of students receiving high school diplomas issued by the local school district for completion of the National External Diploma Program
CT GED	The total number of students enrolled with the provider that have a matching CARS student identification number **and** received a State High School Diploma for having passed the GED® Test