

Key for Adult Participant Reason for Exit Codes

Record primary reason for exit using the appropriate code number.

Code # Reason for Family Exit

- 01 Serious illness or medical condition in family
- 02 Pregnancy or birth of child
- 03 Domestic issues (domestic violence, spouse doesn't want them to attend)
- 04 Substance abuse
- 05 Entered rehab services
- 06 Legal issues
- 07 Conflicts with work schedule
- 08 Moved out of attendance area
- 09 Loss of housing
- 10 Mental illness
- 11 Did not want to continue with the program
- 12 Did not meet the program participation criteria
- 13 Met goals
- 14 Other

See Attached Key for Demographic Codes

FY'11 F.L.A.I.R. DATA COLLECTION FORM 3
ADULT PARTICIPANT DEMOGRAPHIC INFORMATION
List all enrolled adults.

Project No.: _____

Project Name: _____

Adult Name (Last, First)	Adult ID # <i>Check (✓) if the adult has exited in FY'11 and re- enrolled in FY'11.</i>	Primary Language Spoken in Home <i>Code #</i>	No. in Household <i>Write in number</i>	Income Range <i>Code #</i>	Date of Birth <i>MM/DD/YYYY (Mon./Day/Yr.)</i>	Adult School Age Status in FY'11 <i>Circle School Age (SA) or Not School Age (NSA)</i>	Gender <i>Circle Male (M) or Female (F)</i>	Adult Earned H.S. Diploma (D) or GED® in FY'11 <i>Circle (D) or (GED®)</i>	Hispanic <i>Circle Hispanic (H) or Non- Hispanic (NH)</i>	Ethnic/ Racial Back- ground <i>Code # (select all that apply)</i>	Work Status <i>Code #</i>	Adult Education Provider		Highest Grade Com- pleted <i>Code #</i>
												<i>Provider Code #</i>	<i>Provider Code #</i>	
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					
	<input type="checkbox"/>				/ /	SA NSA	M F	D GED	H NH					

FY'11 Key for Adult Participant Demographic Codes

Record the appropriate code numbers in the appropriate columns of the chart.

ADULT DATA CATEGORIES

Code #	Primary Language Spoken in the Home	Code #	Household Income Range at Enrollment	Code #	Work Status at the Time of Enrollment
01	English	20	Up to \$10,830	40	Employed, full-time
02	Spanish	21	\$10,831 – \$14,570	41	Employed, part-time
03	Korean	22	\$14,571 – \$18,310	42	Underemployed
04	Chinese	23	\$18,311 – \$22,050	43	Unemployed, seeking employment
99	Other	24	\$22,051 – \$25,790	44	Unemployed, <u>not</u> seeking employment
		25	\$25,791 – \$29,530	45	Seasonal/migrant employment
		26	\$29,531 – \$33,270	46	Disability/unemployed due to medical reasons
		27	\$33,271 – \$37,010	99	Other
		28	Over \$37,010		

Code # Hispanic or Non-Hispanic Status

- H **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race
- NH **Non-Hispanic:** A person NOT of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race

Code # Ethnic/Racial Background

- 30 White
- 32 Black or African American
- 33 Asian
- 34 American Indian/Alaska Native
- 36 Native Hawaiian/Other Pacific Islander

Definitions

White – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black or African American – a person having origins in any of the black racial groups of Africa.

Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

American Indian or Alaska Native – a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian/Other Pacific Islander – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Key for Adult Participant Demographic Codes

Record the appropriate code numbers in the appropriate columns of the chart.

ADULT DATA CATEGORIES, continued

Code #	Adult Education Service Provider	Code #	School Age Status
70	Community-Based Organization (CBO)	SA	School Age: A person is under 18 years of age as of Sept. 1 st of the current project year
71	Community College/University/College	NSA	Not School Age: A person is 18 years of age or older as of Sept. 1 st of the current project year
72	Public School District		
73	Regional Office of Education (ROE)		
74	Private Sector Organization/Agency		
99	Other		

Code #	Highest Grade Completed at Enrollment
50	Below 8 th Grade
51	8 th Grade
52	9 th Grade
53	10 th Grade
54	11 th Grade
55	12 th Grade or GED [®] : diploma from a school in the U.S.
56	12 th Grade or GED [®] : certificate of high school completion
57	12 th Grade or GED [®] : GED [®] Certificate
58	12 th Grade or GED [®] : diploma from a school outside the U.S. run by the U.S. Government, (such as a Dept. of Defense school)
59	12 th Grade or GED [®] : diploma from a school outside the U.S., not run by the U.S. Government
60	12 th Grade or GED [®] : none of the above
61	Beyond 12 th Grade

F.L.A.I.R. DATA COLLECTION FORM 5

ADULT PERFORMANCE INDICATOR A-1: TABE ABE/ASE Adult Learning Gains

Project No.: _____

Project Name: _____

Adult Name (Last, First)	Adult ID #	Pre-Test				Post-Test 1					Post-Test 2				
		Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Pre-Test Score*	Date	Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Post-Test 1 Score *	# Hours Pre to Post 1	Post-Test 1 Date	Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Post-Test 2 Score *	# Hours Post 1 to Post 2	Post-Test 2 Date
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
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		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			
		9 10	L E M D A			9 10	L E M D A				9 10	L E M D A			

* *Scale Scores* should be reported for TABE. TABE Level Definitions: L=Literacy; E=Easy; M=Medium; D=Difficult; A=Advanced

F.L.A.I.R. DATA COLLECTION FORM 6

ADULT PERFORMANCE INDICATOR A-2: BEST Literacy ESL Adult Learning Gains

Project No.: _____

Project Name: _____

Adult Name (Last, First)	Adult ID #	Pre-Test			Post-Test 1				Post-Test 2			
		Form	Pre-Test Score*	Pre-Test Date	Form	Post-Test 1 Score*	# Hours Completed Pre to Post 1	Post-Test 1 Date	Form	Post-Test 2 Score*	# Hours Completed Post 1 to Post 2	Post-Test 2 Date
		<i>Circle Form</i>			<i>Circle Form</i>				<i>Circle Form</i>			
		B C D			B C D				B C D			
		B C D			B C D				B C D			
		B C D			B C D				B C D			
		B C D			B C D				B C D			
		B C D			B C D				B C D			
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		B C D			B C D				B C D			
		B C D			B C D				B C D			
		B C D			B C D				B C D			
		B C D			B C D				B C D			

* Scale Scores should be reported for BEST.

F.L.A.I.R. DATA COLLECTION FORM 6.1

ADULT PERFORMANCE INDICATOR A-2: BEST Plus ESL Adult Learning Gains

Project No.: _____

Project Name: _____

Adult Name (Last, First)	Adult ID #	Pre-Test		Post-Test 1			Post-Test 2		
		Pre-Test Score*	Pre-Test Date	Post-Test 1 Score*	# Hours Completed Pre to Post 1	Post-Test 1 Date	Post-Test 2 Score*	# Hours Completed Post 1 to Post 2	Post-Test 2 Date

* *Scale Scores should be reported for BEST.*

F.L.A.I.R. DATA COLLECTION FORM 7.1

ADULT PERFORMANCE INDICATOR A-2: CASAS Life and Work Series, Reading Assessment (CASAS) ESL Adult Learning Gains

Project No.: _____

Project Name: _____

Adult Name (Last, First)	Adult ID #	Pre-Test				Post-Test 1					Post-Test 2				
		Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Pre-Test Score *	Date	Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Post-Test 1 Score *	# Hours Pre to Post 1	Post-Test 1 Date	Form <i>Circle Form #</i>	Level <i>Circle Level</i>	Post-Test 2 Score *	# Hours Post 1 to Post 2	Post-Test 2 Date
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			
		81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D				81R 82R 81RX 82RX 83R 84R 185R 186R 187R 188R	A AX B C D			

* Scale Scores should be reported for CASAS.

F.L.A.I.R. DATA COLLECTION FORM 8

ADULT PERFORMANCE INDICATOR A-3: Education and Employment-Related Goals

Project No.: _____

Project Name: _____

Adult Name: (last) _____ (first) _____

Adult ID #: _____

The following information may be important to reference while identifying an individual's goals:

- Assessment results such as TABE, BEST Literacy, BEST Plus or CELSA scores, Practice GED test scores, GED sub-test scores, career interest inventories, work skills competencies
- Work history (paid and unpaid)
- Employment training history
- Social services being received
- Job seeking experiences
- Education history
- Personal support networks

Educ./ Empl. Goal <i>Write in Code #</i>	Date Goal Set	Timeframe for Attainment <i>For each goal, please check (✓) off <u>only one</u> column.</i>			Extent of Goal Attainment <i>Check only one column.</i>				Date of Assessment	Notes
		1-3 mo.	4-6 mo.	7-12 mo.	None (1)	Some (2)	Full (3)	N.A. (4)		

ADULT PERFORMANCE INDICATOR A-3: Education and Employment-Related Goals**Key for Goal Codes**

Record the appropriate code number(s) in the first column of the chart.

GOAL CATEGORY: EDUCATION-RELATED

<u>Code #</u>	<u>Goals</u>
04	Improve English literacy skills (literacy skills include oral and written)
05	Study for Citizenship Test
06	Attain U.S. citizenship
09	Increase reading, math, and writing skills of adults enrolled in ABE/ASE
11	Enroll in a GED or high-school-diploma adult education and literacy program
12	Take Illinois/U.S. Constitution test
13	Pass Illinois/U.S. Constitution test
14	Take the GED exams
15	Pass all GED exams and earn GED
51	Pass one or more GED exams
18	Earn credits toward a high school diploma
19	Earn at least one semester's credit towards high school graduation
20	Earn a high school diploma or state-recognized equivalent documenting satisfactory completion of secondary credential
21	Enroll in a post-secondary education program, an occupational-skills training program, or certificate program
22	Complete a post-secondary education program, an occupational-skills training program, or certificate program

GOAL CATEGORY: EMPLOYABILITY-RELATED

<u>Code #</u>	<u>Goals</u>
30	Address possible barriers to employment (<i>e.g., child care, transportation</i>)
31	Conduct job research (<i>e.g., career/job exploration using media: newspapers, computers, job fairs, and accessing local and statewide employment agencies</i>)
32	Conduct a job search (<i>e.g., develop a resume or job skills portfolio, complete an application, communicate orally and in writing, participate in an interview</i>)
33	Demonstrate workplace retention skills (<i>e.g., communication, punctuality, dress, anger management, and attendance</i>)
34	Learn appropriate personal skills for the workplace
35	Participate in an unpaid work experience (<i>e.g., job shadowing, internship, and volunteering</i>)
36	Improve computer skills via a class or individual practice

Key for Goal Codes (continued)

Record the appropriate code number(s) in the first column of the chart.

GOAL CATEGORY: EMPLOYMENT-RELATED

<u>Code #</u>	<u>Goals</u>
40	Enter into employment (a paid part-time or full-time position)
41	Retain employment for at least six (6) consecutive months
42	Retain employment for at least twelve (12) consecutive months
43	Enter a job retraining program (<i>a program focused on teaching specific skills applicable to employment</i>)
44	Complete a job retraining program
45	Advance career or employment possibilities (<i>advancement is defined as obtaining a job that has increased pay, benefits, higher levels of responsibility or that requires a higher level of skills, compared to current or most recent position</i>)
46	Get a better/different job
49	Transfer/translate certificate/degree

F.L.A.I.R. DATA COLLECTION FORM 18

ADULT ATTENDANCE DATA: For U.S. Department of Education State Reports

Project No.: _____

Adult Name: _____ (last) _____ (first)

Project Name: _____

Adult ID #: _____

Month	Center-Based and Home-Based Session Hours			
	Adult Education Possible	Adult Education Attended	Parenting Education Possible	Parenting Education Attended
July				
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				